





## LITTLE ROOM FOR ENTERPRISE

The story about the Hampshire business and Information studies course (page 10) is a timely reminder of the effect the national curriculum, in its present form, is likely to have on the top end of secondary schools. The Hampshire course is a highly regarded example of the kind of work for 14 to 16-year-olds that has taken into account both the needs and interests of students, and the requirements of employers.

All the recent schemes involving employers in defining the goals of education seem to have come up with similar answers. They want young people who are literate and numerate. They also want them able to work as a team, solve problems, handle information and use it to make sensible decisions, and evaluate the results. And, of course, they want them to be polite, articulate and responsible.

Until last summer, and the curriculum consultation paper, the Conservative Government seemed to be encouraging schools to develop courses that fitted the bill. And once the schools had swallowed the idea of the Government leading from the front, with earmarked funds for development, many good things started to happen.

The Technical and Vocational Education Initiative, the Certificate of Pre-Vocational Education, even the Low Achievers Project, all promoted new teaching styles that gave students more active ways of learning and more say in what they did, and gave teachers a chance to look at their approach and methods and change them to include more group work, problem-solving and work out of school.

Through TVEI and other new examination

courses, these approaches offered new choices not only to the less academic and motivated students, but also to the academic ones. Everything seemed set for more of the "enterprise education" beloved of Lord Young and those he speaks for.

Then came the consultative paper which reflected the right-wing educational traditionalists' desire to put the clock back and return to separate, clearly defined subjects. They seemed to have won hands down: in the early discussion of the national curriculum, the plight of Latin got much more attention than that of economics, political literacy, business studies, home economics, politics, careers and information technology.

Critics have been fobbed off by the glib assumption - repeated in the DES response to the Hampshire worries - that many of the elements that have been brought together in new interdisciplinary courses can be taught through the core and foundation subjects. But that entirely misses the point of what has been happening in schools - and, equally important, in the work that gets older students out of school. Just as serious, it ignores the whole problem of motivation.

Not about a few ingenious and determined schools, used to fitting a quart into a pint pot, will manage to accommodate the Government's one and a half pints alongside what they believe is best for their students. Many others, like the schools doing the Hampshire course, will cut back on successful initiatives.

If the Government were genuinely radical, there is a simple way out. For secondary schools, the real problems come at the age of 14 - before that,

provided that the new "programmes of work" leave plenty of space for local interests and initiatives, it should be perfectly possible to live with the national curriculum.

After 14, many students are ready for choices, and diversity of both teaching and content fits the needs of employers and the economy, as well as of students. Fourteen-year-olds who have had their foundation doses of history and geography all the way up their school life seem unlikely to benefit from two more foundation years, unless they choose to do so. The examination boards are there to set standards in new-look courses.

In all this, the Scottish approach to curriculum and assessment, described by Peter Cornall (page 19) is instructive and, to English eyes, much to be admired. Indeed, Mr Rifkin's consultative document seems to have been mischievously written to point up the differences: "The emphasis will be placed on assisting teachers with current problems rather than making unnecessary changes..."

It is important to remember that Scottish secondary teachers also had a traumatic time when they were faced with a tight timetable to implement the decisions taken after the Munn and Dunning reports. But at least they had two serious professional committees of inquiry. Their Consultative Council for the Curriculum was set up before the curriculum guidelines were written. The guidelines have not been entrenched in statute, and they focus on areas of experience, not on subjects. The grass is not only greener on the other side of the Border, it seems to be organically grown, too.

## COMMENT

### STRAIGHT IS THE GATE

It is amazing how much time politicians of the major parties spend queuing up to make fools of themselves. The latest moonbeams from the larger lunacy are contributed by the group of Conservative MPs who have persuaded the Government to accept amendments to the Local Government Bill now in Committee. These make it unlawful for local authorities to "promote" homosexuality, or teach children that a "pretended" homosexual family relationship is acceptable (page 3).

The loony-right is intent on compounding the absurdity of the loony-left by taking the over-excitement of the media at its face value. Jenny's mythical breakfast in bed with Eric and Martin represents a very small nut for this particular sledge-hammer.

Ridicule, not legislation, is a more appropriate weapon against this threat.

Most ordinary people certainly don't want their children indoctrinated by their teachers with "a positive image" of homosexuals, and would give extremely short shrift to anyone who criticized them for their undoubted heterosexism. It is the loony-left who sought to recruit homosexuals - as homosexuals - to their rainbow coalition of the oppressed and disadvantaged, who have precipitated this piece of legislative intrusion. By attempting to extend the range of local government concerns - from gays and lesbians at one extreme, to nuclear war at the other - the hard left has helped to discredit the great majority of sensible local authorities which stick more closely to their task.

The upshot is yet another piece of legislation which will impinge on schools. This will now have to be read with the 1986 Education Act's clause on sex education. It will further inhibit the schools, and encourage the barrack-room lawyers among parents and local school-watchers. It may even set back Mr Baker's Aids education programme, though this is the last thing he wants. His lack of enthusiasm is understandable but Mrs Thatcher, hot-foot from Britz Norton and her session with Mr G, gets more and more keen on the Nanny State by the hour.

### KEEP BOOKS OUT OF VAT

Two years ago, the threat of VAT on books and newspapers was headed off by a vigorous publishers' campaign led by the present Lord Stockton. Now the threat has reappeared in a different guise as part of the EEC's effort to complete the unification of Europe at a single market by 1992. The European



"Well here's one noble lord who can't wait - I've shot most things but never gibbils"

Commission is pressing for the harmonization of VAT, and its application to a range of goods and services which have hitherto been zero-rated in some EEC countries but not in others.

A lobby - the European Committee Against Taxing Books - is seeking to mobilize opposition to this more insidious but no less real threat. It has some support in one or two of the continental countries where VAT already applies to books, notably the Netherlands, but the base for the campaign is the Publishers' Association in London. Britain and Ireland with Portugal, Spain and Greece are the countries where the opponents of a tax on knowledge are now mustering in force.

Their main difficulty is keeping up a sustained campaign. That is the trouble with winning the battle over putative budget changes, two years ago. That fraction of public opinion which is aware of the issue at all, thinks the threat has gone away. How can you convince them otherwise and keep them on the qui vive for another five years?

The Brussels proposals are for a two-tier VAT system, with most items being in an upper tier, taxed at 14-20 per cent at the discretion of national governments and a lower tier for a restricted range of privileged products (which might include books and publications) at 4-9 per cent.

This would still involve a new and damaging tax on books which the marketing people say would have a disproportionate effect on sales and, therefore, reading. Brussels (ie, the Commission) dislikes zero-rating in principle, but this has clearly got to survive if agreement for any change is to be reached. Mrs Thatcher has dug in behind promises to keep VAT off food, children's clothes and fuel, and last week in one of the preliminary stages at the European Court, Britain gained support for the claim that new houses should be zero-rated on

grounds of social policy. If zero-rating is allowed to continue, the European Committee Against Taxing Books wants the lower tier for VAT set at 0-6 per cent instead of 4-9 per cent, thereby opening the door for books to retain their exemption. In such circumstances zero-rating is likely to be hedged around with tight restrictions, so the British Government, which (food, fuel and children's clothes - and new housing - apart) would really rather like to extend the VAT base and reduce the list of exemptions, will still have to be persuaded to stand up for the printed word.

Newspapers also have managed to keep their exempt status until now, and want to retain it for obvious reasons, which include a belief in the importance of a free and unfettered press, as well as elementary commercial considerations. Earnest editorials on this topic will, however, invite a certain scepticism. The publishers, too, are aware that in fending off a tax on knowledge and playing out their cultural trumps, they invite a cynical response from those who see no reason why Jeffrey Archer's literary output should be specially protected from a sales tax.

Scepticism, therefore, is in order, when any campaign of this kind is launched. But so is caution in abandoning a fiscal stance which has been maintained for more than a century. It would be a culturally retrograde step to tax reading, as well as one which would have deleterious side-effects on universities, colleges, and the army of private students the DES mobilizes every time it wants to put the HE figures in their most favourable light. Don't tax reading. Write to ECATB at 19 Bedford Square, London WC1B 3HJ for details and do your own lobbying of MPs and Conservative councillors. This is a campaign which is well worth backing by anyone who cares about books and the literary culture.

## Second opinion

### OPTING FOR TROUBLE

Opting out, education's zero/zero option where taking away is supposed to leave more, certainly so far as choices concerned, raises a number of interesting questions.

I will leave aside London's particular difficulties, and concentrate on grant-maintained schools. Imagine governing body meeting in the autumn of 1989 voting by majority to seek grant-maintained status.

It seems that the earliest possible date for opting out will be September 1991; all the necessary procedural steps must follow the governors' initial decision make an earlier decision difficult to visualize. However, a parental ballot will need to take place as quickly as possible if the 1991 target is to be achieved - surely before the end of the 1989/90 school year.

Therefore in an 11 to 16 school, one of the five year groups will have to be before grant-maintained status can be attained; 40 per cent of the electorate have no real concern about the result. In a seven to 11 school, 50 per cent will not be affected by the decision, and a five to seven school, 66 per cent more (dependent upon the admission policy and the date of ballot) will have moved on before a positive decision can be implemented.

Can this be right? Why should today's parents be deciding for tomorrow's pupils? What sort of commitment will such parents have to the school when their own children have moved on?

What if a junior school elects by a narrow margin to opt out, helping the hopes of parents who will no longer be associated with the school, while the feeder infant school, parents will remain with the local education authority. This is but one example of how a new grant-maintained school could open with the majority of parents against the venture.

There are, of course, schools which share not only a building, but a caretaker, playground and so on. Apportioning responsibility will be bureaucratic delight. Will all the repairs fall upon the school that has opted out?

Who is to be responsible for secondary education in a local authority where all the secondary schools opt out? Surely not the L.E.A. if it has no control over any school. What will the fate be in those circumstances of the specialist advisers/inspectors? Will they be dumped to advise primary schools?

Some authorities have mainly educational provision at the secondary level, but maintain just a couple of single-sex establishments. If the boys' school opts out but the girls' school would the local authority be in a position of equal opportunities provision?

Of course, when the changeover arrives in September 1991, 1992 whenever, the budget itself may have been devolved whether a school is within or without the local authority. September, however, is well into the financial year. More problems?

Maybe this is a game that we can all play; what silly situations can be conjured up as a result of opting out. Sadly, some at least will be for real. There is a clear impression that incidental bits and pieces have been thought through - they should be before the parliamentary debate.

John Woolton

John Woolton is head of a primary school, Walsley.

## NO COMMENT

Michael Howard, Minister for the Government, denied a book by Pauline, which he said had been written by a family of a lesbian mother, and a black childminder, living with their children and 300 rabbits.

Report from The Independent, November 9, 1989

## IN BRIEF

### Fowler asks for HE bids

Vice-chancellors and polytechnic directors were this week invited to bid for the £1 million grants the Government is offering to promote the introduction of industry and business experience into all undergraduate courses.

Formally launching the Enterprise in Higher Education Scheme, Mr Norman Fowler, the Employment Secretary, made it plain the Government thought students could do more than simply gain an awareness of industry.

He said that the first aim of the programme, which is being run by the Manpower Services Commission, was to make sure that everyone studying for a higher qualification should be able "to acquire key managerial and business competences and develop associated aptitudes".

### Party cancelled

A Christmas party for children from homeless families in West London has been cancelled because of overwhelming numbers. Instead, a double-decker bus will tour the squatted hotels of Baywater distributing 5,000 presents to the children - who in 800 cases are school-less as well as homeless.

The party, which would have been held next week, has been staged for the past three years. Dr Richard Stone, a general practitioner and founder member of a local pressure group for the homeless, estimated that between 5,000 and 6,000 children were now living in the cramped and overcrowded hotels around Paddington station.

### More IT advice

The Government has agreed to spend £200,000 on a new advisory service for 520 advisory teachers appointed to encourage information technology across the curriculum. Between one and 10 advisers will be employed by each authority, depending on its size. The move is in line with the recently announced five-year Education Support Grant plan to boost the new technologies in schools. Information technology, page 27

### Job appeal

Brent education officers have been found guilty by an industrial tribunal of discriminating against Ms Frances Brithwaite, a national executive member of the National Union of Teachers, who was turned down for a deputy headship at Chalkhill primary school, where she has taught for eight years. However, the tribunal rejected her claim that the council's decision to ignore a recommendation from an appointments panel, which said she should be given the job, was because she was white. The NUT is to appeal against the decision.

### First chairman

Sir Ronald Dearing has been appointed the first chairman of the Polytechnics and Colleges Funding Council. Sir Ronald, 57, a former Post Office chairman, is currently chairman of the Council of National Academic Awards.

### Governors

The last in The TES four-page pull-outs on Governors and Governing appears this week (centre pages).

Reprints of the eight-part series are available for £1 (including postage). An A4-size wallet costs £1.25 (including postage). Cheques should be made payable to: The Times Supplement. Orders should be sent to Nigel Denison, The Times Supplement, Priory House, St John's Lane, London EC1M 4BX. Make clear your exact requirements - reprints, wallets or both.

A new weekly governors column will start in The TES early in the new year.

## NEWS



Jet set: pupils from Allhallows school near Lyme Regis, Devon, have set up their own fire service so they can swing into action if a blaze ever starts at the school. The fire-fighting team consists of seven boys, two girls and a teacher.

## Sex education guidelines won't change - DES

Department of Education and Science officials were insisting this week that the Government move to ban the teaching of homosexuality would not alter guidelines on sex education issued to teachers earlier this year.

The Government has accepted a new clause in its Local Government Bill, currently going through its Committee Stage in the House of Commons, moved by Conservative MP David Wilshire, which bars local education authorities "promoting homosexuality or publishing material for the promotion of homosexuality".

The clause also says that "a local authority shall not promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship by the publication of such material or otherwise".

Mr Kenneth Baker said on Tuesday that he welcomed the new legislation but stressed that it would not outlaw teaching about AIDS, nor should it prevent any teacher discussing homosexuality "as it arises in great works of literature".

He accepted that the new law was aimed at a small number of Labour councils who have been accused of encouraging the use of pro-homosexual books such as *Jenny lives with Eric and Martin* and *The Milkman's on his way*.

The Government's guidelines on sex education, issued in September, say that pupils should be taught about

Barry Huggill looks at the implications for schools of the Government move to outlaw the promotion of homosexuality by local authorities.

homosexuality but that it should not be presented as an acceptable "norm". DES guidelines do not have the force of law so a consequence of Mr Wilshire's clause will be to transform what were recommendations into legislation.

The Labour authorities under attack, notably Haringey, the Inner London Education Authority and Ealing, have always denied that they actively encourage homosexuality. They claim that homosexuality is a fact of life and should be taught as such.

The leader of the ILEA, Mr Neil Fletcher, said that there was no evidence of any Labour authority promoting homosexuality to schoolchildren. He described the new clause as "crazy and irrelevant".

Mr Nigel Fife, a spokesman for the pressure group Lesbian and Gay Workers in Education, predicted that the legislation would result in "indoctrination by silence".

He said that his group did not "advocate homosexual behaviour", did not consider such behaviour "the norm" and believed in teaching about "sensitivity".

## New CTC's buildings earmarked for demolition

by Ian Nash

Buildings that were due to be used by the Government's first city technology college are among 170 schools recommended for demolition in a confidential architects' report leaked to the press this week.

Renovation would cost £1.5 million, almost as much as the £1.8 million needed to demolish and rebuild, says Mr Desmond Williams, the architect who inspected the Kingshurst School site in Solihull. "The timber frames of the building will always be open to suspicion."

The suspect buildings were erected in the late 1980s mainly in the Midlands, using the timber-framed Derwent design. The Kingshurst building, one

formerly a girls' school. Another building on the site is of a different design and is unaffected.

Solihull can count itself lucky that it has sold the site and that the CTC sponsors and the Department of Education and Science will have to foot the bill. Others are less fortunate. In Sheffield, 11 buildings have been propped up with steel supports as an emergency measure pending possible demolition.

Mr Brendan McGuinness, the Kingshurst CTC project director, said he could not comment until he had seen details of the official report. "But it will not affect our immediate plans because we are only taking 180 pupils in the first year. The Kingshurst building, one

## Recruitment misses target

The recruitment of business studies teachers continues to lag behind other shortage subjects. Recruitment rose by about a third last year, but fell 22 per cent short of target - already the smallest in the shortage subject area.

Maths recruitment reached 86.3 per cent of target, science 102 per cent and craft, design and technology 85.7 per cent. Business studies is the one officially classified shortage subject which does not carry a grant for prospective teachers.

Recruitment is up by 13 per cent on last year. Mr Kenneth Baker said there was a total of 19,160 entrants for initial teacher training, an increase of 2,271.

Recruitment to primary training exceeded target by 3 per cent and secondary numbers were 14 per cent higher - though still 8 per cent short of target - with 9,056 in training. The Government is contemplating putting business studies on a £1,250 grant list for next year.

At present only maths, physics and craft, design technology qualify.

## Testing, Testing...

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## PLATFORM

## NEWS



Inner London boroughs will be able to integrate education with their other services much more successfully once they untie the knot that binds them to the ILEA bureaucracy, argues Rodney Brooke

## Partners who are forever out of step

The Inner London Education Authority is unique in this country. Unique, not so much in its size nor yet in its budget, but in being the only directly-elected single service authority.

Escaping the abolition of the London County Council, it survived the loss of its foster mother, the Greater London Council, with whom it shared neither boundaries nor constitution. Its phoenix-like ability to rise from the ashes stems largely from the commitment it has secured from professionals in education. Its size and resources have enabled the ILEA to make a national contribution to education.

Allegations are made that its ability to participate in the great education debate has not been matched by its performance. In the words of the TES Leader (October 16): "At present, most London parents would agree that secondary standards and examination results are far from good enough. In spite of improvements and the well-researched league tables which show the ILEA around the average mark. They would probably endorse the common complaint about the size, remoteness and clumsiness of the bureaucracy."

Despite evidence that small authorities can achieve education standards at least as good as their larger counterparts, there is opposition in the education profession to the break-up of the ILEA. However, local government generalists see the opportunities given by joining education to the services run by the Inner London boroughs.

Most local authorities are now corporately managed. Their education officers are as ready as any to appreciate the overall benefits to the community that can result from joint planning. Indeed, the problems of the inner cities can be addressed only by a union of services, by the deployment of all services simultaneously by a body showing corporate objectives.

Westminster's files are studded with failed attempts to attack problems jointly with the ILEA. Working groups on vandalism (involving com-

munity representatives) led to disappointment at the poor support provided by the ILEA. An officer working party on under-5 provision found that there was little joint work between the city council and the ILEA to the detriment of parents and children in Westminster. There has been lack of progress in discussions on dual-use schemes. The children's library service has not been able to supplement the work of formal education because of the lack of ILEA involvement or information on the ILEA's strategic plans.

It would be quite wrong to suggest that these failures are entirely the fault of the ILEA, or that they arise from obstructiveness by ILEA officials. Indeed relationships are often very good and some spectacular successes in collaboration have been achieved. Sadly these are the exception rather than the rule. The problems arise from intraservice on the part of the ILEA - or the city council - but rather the sheer problems of persuading two organizations with different objectives to work together to a common end. This problem is accentuated where one authority has a two-tier management structure; a divisional office working to local issues and a county hall bureaucracy attempting to lay down policies for the whole of inner London. It is very difficult for any bureaucracy to create a management system which is sufficiently flexible to respond to the local pressures and needs of an entirely different authority.

Local authorities - including Westminster - are increasingly decentralizing services, giving local managers the flexibility to take decisions in response to demands and needs. This move would match financial decentralization to schools. Community involvement in schools can be made a reality, with co-operation, estate housing officers, headteachers and school-leavers. Pupils can be encouraged to understand or improve their local environment. An outward-looking sense of community can be encouraged by

contact with the local officers of the council so that pupils can appreciate local problems and officers can understand pupil attitudes.

A multi-purpose authority can ensure clarity of objective and a team effort in a quick and effective manner, carrying the message right through the structure of departments and into the schools. Initiatives on drug abuse or vandalism are cases in point. At a practical level, a single controlling body could ensure the best possible use of highly valuable school sites, so as to maximize benefits for everyone in the local community. This can be particu-

**'In the inner-city race between education and disaster, education needs all the help it can get'**

larly important in smaller estates which lack their own play areas and halls. Co-operation like this can encourage a variety of self-help provision.

Specialist links can also produce great benefits. There can be a better integration of services for disabled children through the local authority's community social workers, occu-

pational therapists and hospital social workers. Intermediate treatment staff can work closely with, and be part of, the youth service and sports development officers can have great implications for the juvenile crime problem. Removal of the boundaries between the present authorities could help greatly to provide improved co-operation over child abuse. Better integration (for example by joint location) for the education welfare service with area social work staff can avoid the dangers of duplication or overlap and ensure the best possible service to the family unit, a crucial key to educational progress.

A link between teachers and a leisure department can help to develop sport for young people and maintain their interest after leaving school. School-leavers often drop out of sports participation, either from lack of opportunity and a lack of confidence in joining a new club or group. Links like this can overcome such problems and greatly enrich young people's future lives.

One major barrier for teachers who try to foster interest in sports is the problem of administrative support. A teacher who has to co-ordinate all the arrangements takes on a very heavy burden. Integration of the education function would allow much of the administrative support to be arranged

by a leisure department.

Joint working between teachers and librarians will enable librarians to be more sensitive to what is needed in school libraries can never match the resources of a large public library as part of an integrated service would have access to a much wider range of stock and information. Parents wishing to support their children could be directed to books at the appropriate level in the local library where displays of material recommended by teachers could be mounted. Not untypically, Westminster's library service has a team of staff devoted to children's and young people's work, with extensive contacts with schools. As an integrated authority, school librarians would be regarded as part of the educational team and called on for help, advice and support. Schools could be assured of improved access to a wider range of books and related materials.

No local authority service is an island, entire of itself. The education service is a part of the main. Integration with other local authority services will improve not only the whole but also the education service. In the inner-city race between education and disaster, education needs all the help it can get.

Rodney Brooke is chief executive, City of Westminster.

## NEWS

## Tories accused of neglecting science

by Ian Nash

Leading scientists, industrialists and academics have bitterly attacked the Government for doing too little to modernize the school science curriculum. Beliefs crucial to Britain's industrial and social well-being are left to chance in the curriculum or merely encouraged as a by-product of the Technical and Vocational Education Initiative, they told 200 teachers and advisers at a biotechnology conference in London.

Biotechnology - the use of living cells in industrial production - is one of the Government's major priorities which, on paper at least, the Government says must be encouraged in schools. The critics are, however, more concerned with the quality of the curriculum than the quantity of the content.

Some of the oldest known scientific processes, such as brewing and making bread, are forms of biotechnology. Yet public ignorance is rife and the word conjures up images of genetic engineers and unethical practices, said speakers who accused the Government of encouraging "an anti-scientific culture".

Better public awareness is needed, said Professor Mike Fowler, director of the Wolfson Institute of Biotechnology. "The best catalyst to encourage this is easily Mrs Thatcher please take note."

As one of the new breed of academic industrialists, Professor Fowler epitomizes the co-operation the Government is so keen to foster. But he

lambasted the Prime Minister for playing down the role of state investment not only in universities but in school science.

A balanced approach to biology, chemistry and physics was crucial; the need to encourage the innovative earth sciences and biotechnology in schools should not be underestimated.

Mr Tam Dalyell, MP, former Opposition science spokesman, said biotechnology was the major industrial growth area, yet few people have sufficient information to make value judgements about it. Therefore, increasing awareness in schools is essential.

Two years ago, GCSE national curriculum biology must promote an

awareness and appreciation of the development and significance of biology in personal, social, economic and technological contexts - a heaven-sent opportunity to establish biotechnology firmly in schools," Mr Dalyell said.

The Government had no excuse for its neglect, since the first major study of the subject four years ago revealed that while teachers knew of its potential economic importance, few had the training, experience or any incentive to give pupils an awareness of biotechnology.

There was no alternative to a considerable in-service training programme, Mr Dalyell said, because most of the subject's teachers are graduates in pure rather than applied biology.

## Anglo-Welsh treasures

A research project aimed at increasing teachers' awareness of Anglo-Welsh literature and introducing it into English poetry and prose has just been completed by the Welsh Office. Funded by the Welsh Office, it brought together teachers and authors to develop a syllabus featuring Welsh born writers. English poets with a Welsh connection and translations of classic works.

The result is a modular curriculum ranging from medieval mythology to 20th-century political poetry. The suggested syllabus is outlined in the Welsh Academy's research report, *The Literature of Wales in Schools*.

## DIARY

### Fletcher's mutiny

The Inner London Education Authority's new and challenging leader, Neil Fletcher, could be in hot water again when his colleagues in the People's Party and the teachers' unions get round to reading the current issue of *Charterist* magazine.

In case you haven't heard, Mr Fletcher has been persuaded to recant his recent conversion to the belief in excellence, and particularly magnet schools, which are a favourite of Mr Kenneth Baker and the right-wing of the Tory Party.

Unfortunately, the editors of *Charterist*, organ of the increasingly soft-left Labour Co-ordinating Committee, have failed to take account of the ILEA boss's change of heart.

The latest issue, published after Mr Fletcher returned to the true path of righteousness, quotes him as follows: "There is nothing anti-socialist or anti-comprehensive about excellence, or indeed about parental choice - indeed there is an urgent need to give 'excellence' the same status and priority we give opportunity."

Just to leave no one in any doubt that magnet schools are ideologically sound he reminds us that the idea was first thought up and developed in the USSR. So that's all right then.

### Disarming words

Don't believe all those malicious tales that K Baker has his heart set on No 10. He would love to see it, but he has a more realistic aim.

No doubt all of you who watched him on television on Monday evening Mrs Gorbachov around the Edith Moorhouse Junior school are wondering about that little chat they were obviously having. Well I can tell you, he was touting for work.

Baker (first name terms, of course) is a powerful woman and she has ideas for reorganizing Soviet schools. Who better to ask for advice than the leading British exponent of perestroika? I'm afraid that I can't reveal what he told her, official secrets and all that, but I do know that she wants him to visit the Soviet Union to help her sort things out and, much more important, he is very keen to go if his boss will give him time off.

Does he know anything about Soviet education? Quite a lot actually and some of it he finds very impressive. First of all there is the strict selection criteria for the top schools - none of this liberal nonsense about mixed-ability teaching. And then there are the special technology schools - he knows a thing or two about them.

And what's in it for him? Well he wouldn't expect any payment although a seat on the Politburo would be a suitable sign of gratitude. And when could he start? Not before he's sorted out his own experiment in restructuring, but assuming all goes well, he could be available by next autumn. And if it doesn't go well, he could be available much sooner.

### Ultra-sound advice

It's a hard life being a Yuppie. Some wealthy couples are reportedly so desperate to get their children into the best public schools that they're actually having ultra-sound scans on their unborn babies to determine their sex. In a bid to beat the long waiting lists.

### No advertisement

Printers at the Derby Evening Telegraph must have unconsciously swallowed some of the anti-teacher vitriol of the media. A job advert that appeared in the paper recently began: "Peripatetic pre-school support teacher..."

### Acronym

TESS - The Education Service Support Scheme.

Inner-city youngsters last week demanded a louder political voice - just as new research highlighted the danger of unsophisticated teenagers being drawn to fascist parties. Report by Ian Nash

## Unprepared to be seen but not heard



When 18-year-old Ashley Hammond was detained by police using "stop and search" powers he demanded to know why. In front of witnesses he was told: "Because we are paid to do it."

The officers might have been less zealous had they known Ashley was about to share a conference platform with Mr Peter Winship, their Deputy Assistant Commissioner, to debate problems facing those growing up in the inner cities.

Ashley and five other young people were chosen for the conference, which marked the centenary of the London Federation of Boys' Clubs, because they were considered articulate and responsible enough to help the Government shape its response to inner-city problems.

Ashley called for a higher educational profile to be given to the youth service, with the necessary funds being diverted from the defence budget. He also confessed to supporting the Labour party.

Mr Martin Lewis, conference chairman and newscaster, had difficulty dealing with this. Politics were taboo, "let's not make this party political" he said. "We are here to discuss the money should come from somewhere - somewhere else."

Ashley and the audience knew exactly what he meant but he did not argue. And Mr Lewis did not presume to intervene when similarly political statements were made by Lady Hooper, education junior minister, and Dr Bill Stubbs, chief executive for the Inner London Education Authority, in defence of their policies.

To cope with authority, the police, unemployment and deprivation, the young people wanted a louder political voice. Mr Winship tried hard to appease Ashley but seemed unable to avoid an authoritarian stance when talking about youth. In so doing, he gave education a gentle knock.

"It may be that parental pressures are lax and schools not as disciplined as they should be. Then, later in life, they come up against a uniformed person who says, 'You can't do that', he said."

Ashley was fortunate in being able to articulate his views. But what about those without his level of political awareness? What of the tradition of civic education in English schools there is virtually no understanding of political matters outside party politics.

A report, *What Next?*, published by the Economic and Social Research



Lady Hooper: warned of need for more sensitive policing

Council last week underlines this and shows that political ignorance is driving the very people the conference was trying to help to extremes - notably fascism.

But the changes the conference panel wished to see, could rarely be labelled "extreme". Ashley Hammond called for more sensitive policing and 19-year-old Chris Lemaire said youth workers should be trained in counselling.

As the conference progressed there were clear signs that the young people felt marginalized and had expected more than the 30 minutes given to them to express their views.

Eighteen-year-old Lee Ridley said: "It is very interesting sitting here listening to you adults talk. I have heard a lot of talk about the youth service. I have not seen much action."

The ESRC research on the West Midlands showed that with rising unemployment and increasing inner-city deprivation, young whites, while professing to support the Labour Party, increasingly saw repatriation as the answer.

Between 1979 and 1982 the number of 16 to 19-year-olds who thought fascist parties could solve Britain's economic ills rose from just under 7 per cent to 14 per cent. In 1982, 30 per cent expressed fascist sympathies to some extent.

In the same period, with the birth of the Social Democratic Party, support for centre parties rose from 6 per cent to 24 per cent of the age group. But such support was expressed in authoritarian rather than libertarian terms.

As one fifth-form SDF supporter said: "There should be one single party or plan to run the country." Alliance support, therefore, cannot be interpreted as a desire for moderation, says Harry McGurk, Professor of Develop-

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## PRIMARY

Sarah Bayliss reports from a conference in Nice on primary innovations in Europe

## A classroom on wheels

Cluster arrangements which help small village schools to overcome their isolation are not simply a feature of rural England or highland Scotland.

In the Hautes Alpes region of France, several tiny schools with fewer than 10 children in each are linked by a classroom on wheels, where the driver doubles as a team leader and his companion is a college lecturer offering in-service training.

The scheme, which is especially novel in centralized France, aims to combat the "isolation, routine and cultural impoverishment" of the 220 pupils whose families live on highland farms. Their parents have been en-

listed too; they are paid to teach the children in activities such as music, art or physical education at the most central school in the valley.

The travelling classroom of the Hautes Alpes was recently given national and European recognition when it was nominated as a case study for the Council of Europe's education project - Project 8 - a five-year review of innovations in primary education.

The study, which has roved all over Europe and which was hosted by Britain at a single conference on science in Cambridge last year, culminated last week in a final conference by the French authorities in Nice.



Showing by example: pupils at H K van Duijvenvoorde Basisschool listen to tapes prepared by parents and John mixed age classes (right)

Mr Maitland Stobart, deputy director of education, culture and sport at the Council of Europe, opened the conference of about 100 representatives from more than 20 countries - including an observer from Thailand. It was now more important than ever, he said, that policy-makers

should share the initiatives of other countries. Mass unemployment - 19 million unemployed among the council's member states alone - and economic cutbacks meant fewer opportunities for experiment at home.

He also recommended the council's in-service bursary scheme to practising teachers as a way of extending their contacts and experience.

The conference received the draft of a final report which highlighted the common problems of European countries - not simply unemployment and economic decline, but population decline. It said: "Unquestionably, the closing of classes and even of whole schools as a result of this demographic decline is having a highly negative effect on the morale of teachers."

But there were some positive changes, such as the growing involvement of parents in the direct classroom experience of their children.

An original feature of Project 8 was a network of 12 "innovative" schools, including St. Aldaard's primary school in Haringey where parental involvement in reading had been successfully developed.

In Holland, the H K van Duijvenvoorde "Basisschool" used an amal-



gamation between infant and junior departments to introduce an integrated day and mixed age groups. Children stayed in each group for an average of 2.6 years.

Mr Ton Doeland, the head said: "This means that every child will, at least three times during his elementary schooling, start in a group as a 'little one' and gradually become one of the 'bigger, more capable ones'."

At the end of the conference, delegates were preoccupied with how the project's findings could be disseminated. Some countries have already organized home-based conferences - although the Department of Education and Science in Britain has not finalized its plans.

Meanwhile, a handbook on European primary education will be published next year in Britain with Professor Maurice Galton of Leicester University, a consultant to the project throughout its five-year life, acting as editor.

## HMIs praise Dutch 'basics'

Primary teachers in the Netherlands, where a national curriculum was recently introduced, are required to spend 18 hours a week in non-contact time.

Under a new Primary Education Act, Dutch teachers are obliged to work a minimum 40-hour week, of which 22 hours are devoted to teaching.

The remaining 18 hours must be spent preparing lessons, doing in-service training and developing a "work plan".

According to members of HM Inspectorate, who toured Holland's newly-created "basic schools" last year, the legislation has led to more effective planning and better progress among children.

The Inspectorate's report on the visit praises Dutch primary practice and the fact that the national curriculum does not seem to have led to "undue uniformity".

The inspectors were impressed by the importance placed on planning and management as part of teacher education and day-to-day practice. Dutch schools are obliged by law to

draw up work plans every two years detailing curriculum content, teaching arrangements, methods and evaluation procedures.

The English HMIs observed the "crucial importance" of the headteacher. Heads are legally committed to teach for at least part of the week, which leads to devolved management among the rest of the staff.

There is an expectation that schools "should be run democratically" and the HMIs found teachers "were used to being consulted and accepted such discussions as normal".

Children were also being encouraged to listen and speak with confidence. The inspectors saw how children were often organized in a circle or King where they were drawn into conversation and where, in particular, they discussed what teachers expected of them.

Aspects of Primary Education in the Netherlands, a paper by HMI, is available from HMSO, price £2.50.

## SCHOOL TO WORK

## Job schemes no salvation for inner-city youngsters

Education offers more hope to youngsters in run-down inner-city districts than schemes to create jobs in their neighbourhoods, according to a new study from the Economic and Social Research Council.

A council research team has discovered that employment does not depend on which part of a city youngsters come from, but on their educational and family backgrounds. Some city districts have higher-than-average levels of youth unemployment because young people living there are more disadvantaged - notably with low qualifications and unemployed parents.

The finding is based on an exhaustive analysis of the employment records of a large number of school-leavers in Scotland's four biggest cities. Its acceptance would have important implications for the Government's plans to revitalize the inner cities and for many established local authority and voluntary agency programmes.

The researchers claim that their study, which takes into account travel-to-work areas, demonstrates that each city functions as a single labour market for all its school-leavers. They believe that relocating employment opportunities within cities has little effect on inequalities between districts - unless, perhaps, firms are required to hire local residents.

While creating more jobs anywhere in a city will benefit all youngsters, it will not do much to reduce inequalities, say the researchers. They argue that the sources of individual disadvantage - youngsters' personal characteristics or the labour market processes which penalize them - need to be tackled, and that education has a central role to play.

Their research shows that:

- Some localities suffer high levels of unemployment simply because more young people leave education early;
- The lack of school qualifications was by far the most important disadvantage; and
- There was some evidence of higher participation and attainment in some inner-city districts, probably reflecting difference in the quality of the schools.

The researchers say that the surveys on which their study is based show that the rise in school-leaver unemployment is not because they look for work in declining industries - as has often been suggested - but because they have lost their share of jobs generally.

And the plight of the unqualified is not primarily due to the emergence of occupations requiring higher qualifications but because employers were more able to pick and choose.

The researchers do not claim that education can provide any easy solution to inequalities within the cities, but insist, nevertheless, that raising levels of participation and attainment could reduce local differences in employment rates.

And they argue that if the Youth Training Scheme is to help, it must enhance the qualifications and employability of young people living in disadvantaged districts, more than it does those of other youngsters.



bleak outlook: many Liverpool youngsters know nothing but economic decline

## What it's like to be reared on unemployment

The report on inner-city unemployment is part of a major Economic and Social Research Council programme of research into the economic and political position of Britain's 16 to 19-year-olds.

The research has been designed to build up a picture of what happens to young people over 16 in education, at work and at home, and to describe how they perceive the economic and political world about them and their position in it.

The ESRC says "economic and political socialization" is the main theme of the initiative.

Pilot studies explore delinquency and alcohol use, ethnic minority experience and the position of young people with special needs. But the core of the programme consists of longitudinal studies by local university teams in four parts of the country.

The studies involve 6,400 youngsters in Kirkcaldy, St. Effie, Liverpool and

Swindon, made up of two cohorts of school-leavers.

The older cohort, now aged 17 to 18 and who left school two years ago, were surveyed last April and will be surveyed again next year and in 1989. The second cohort is this year's 15 to 16-year-old leavers.

From the first survey, the university teams have identified careers paths and are beginning to build up a broad picture of economic and political experience and attitudes.

Some young people in each major career category will be interviewed on their educational and occupational histories. Special attention will be given to class and gender differences and their effect in different localities. The studies will involve maintaining

contact with groups for as long as a year, so that the researchers will be able to study peer groups closely in a variety of settings. Each of the four studies has its own approach and priorities. The Liverpool team, which includes psychologists, educationalists and sociologists, will explore the effects of long-term economic decline on a generation which has known nothing else.

The Liverpool study is expected to provide a revealing test of the thesis suggested by other research that most young people do not respond politically to the experience of unemployment. The ESRC thinks that if youngsters in Liverpool - where city politics are a national issue - remain indifferent, young people's apathy will be shown to be very deep-rooted.

The Kirkcaldy study will try to establish what differences Scottish education and other national cultural factors make to the experience and

responses of young people, but will also look closely at the relationships of youngsters to their families. The team is also interested in the effects of major economic change in the area, such as the closure of coal mines and the growth of micro-electronics.

In Sheffield, the researchers will be able to attract a good deal of support and co-operation in exploring the politicization and socialization process.

Impressed by the city's attempts to provide integrated tertiary education and training, the team is heavily weighted with educationalists and will pay particular attention to the role of the education system.

The Swindon study, located in the M4 prosperity corridor, is the only one which will study a generation growing up in an atmosphere of optimism and opportunity.

West Midlands study, page 51

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## NEWS

A new study on multicultural education has shown what a long way Britain has to go before it can offer an adequate education to all ethnic groups. Richard Garner reports

## Taking the initiative on minority languages

All pupils should have the chance to study their home language up to public examination level if they want to, says the Assistant Masters' and Mistresses' Association.

A union report - *Multicultural and Anti-Racist Education Today* - says if a language is heavily represented in the school, it should be part of the main curriculum. Members of the host community should also be able "to share the opportunity of learning the language of their near neighbours which may well prove of use in the careers they themselves are choosing to follow".

It adds: "In areas of wide linguistic diversity, however, this will not be possible for more than one, or perhaps two at best, of the languages most widely represented."

"Many of the minority communities are keen to offer such facilities with their own community organizations. Local authority support for such initiatives, in terms of both finance and use of premises, has proved a valuable means of encouraging such developments: it ought therefore, in our view, to be more widespread."

The 177-page report, published at the weekend, is a follow-up to research the union published four years ago on multicultural education.

Since then, says the new document, the use of the word racism "has not always been consistent, and the stringency of its use by some participants has not been helpful".

The union says it feels it must be guided by two firm principles:

- the need to respect and value a pupil's home language, and
- the need to facilitate development of an effective command of English.

It admits to a change in its thinking about the role of reception classes in helping to prepare youngsters from ethnic minority groups for primary school.

"Often they have provided little more than a crash course in functional, social, phrase-book English, with some introduction to the more obvious and superficial customs of their host country."

"After this primitive programme of cultural immersion, sometimes lasting no more than six weeks or so, the children have been phased into local schools where it is assumed, sometimes fallaciously, that they will make a rapid cultural adaptation from what they learn in the classroom."

The union says the provision for such pupils who need extra tuition before attending school should be

linked more closely from the outset with the ordinary school.

Local education authorities should also develop "centres of expertise" in one or more schools - concentrated groups of teachers with extra resources to help both English-speaking and English as a second language pupils improve their language awareness.

It adds that the pupils' "potential bi- or multi-lingualism must be seen in a positive light and a major shift in teacher opinion is necessary to move the emphasis in this direction... a proper concern to help the children acquire the necessary skills in English must not be allowed to mask, as it so often does, an equally proper pride in multilingualism."

The report says many courses in mother tongues are held in community or Saturday schools with an examination entries going through the pupils' own schools.

However, it notes with concern that the grade criteria for the GCSE state: "external candidate" examinations will not be available to candidates in full-time attendance at schools and colleges.

"It would be unreasonable for pupils in full-time attendance at a school or college who were able and willing to attend part-time courses in their mother tongues, cultures and religions, to be denied certification because the institution was unable to provide tuition, and unable to meet the demands for course-work and other requirements set out in the national criteria for such subjects."

It says of groups which set up their own separate schools: "While we feel that the creation of such schools runs counter to our desire to see pupils of all backgrounds educated together, the existence of voluntary and independent schools run by the various denominations of the Christian and Jewish faiths makes it hard to deny similar



Skills in English must not mask a pride in multilingualism.

aspirations on the part of other communities."

It adds: "So deep are the feelings in some minority communities that they have established independent schools working in highly adverse circumstances dictated by severe financial hardships."

"We are concerned that, as a result, some of these schools provide an education that is woefully inadequate in almost every respect. Community willingness to accept such circumstances rather than participate in the maintained system reveals how far much of the latter falls short of meeting the needs of such communities."

The report says teachers should also be more aware of racist name-calling in the playground, and move swiftly to stamp it out. "While few teachers are likely to tolerate the more blatantly abusive language ('nigger' and 'coon'), not enough are sensitized to other words such as 'Paki' which can wound just as much."

*Multicultural and Anti-Racist Education Today* is available from the Assistant Masters' and Mistresses' Association, 7 Northumberland Street, London WC2N 5DA.

## Inquiry team issues blueprint on freedom of information

by Sue Surkes

An independent freedom of information team set up by the Inner London Education Authority (ILEA) last month has issued its final blueprint for improving access to school administrative and academic records.

The report, which expands on a draft version put out for consultation earlier this year, acknowledges the progress the ILEA has already made, but urges it to go further.

It sets out 10 principles for a freedom of information policy and 73 specific recommendations. It will begin its passage through the ILEA in the New Year.

The inquiry team, headed by Professor John Tomlinson of Warwick University, recommends that "provided a feasible system can be devised, the authority require its schools to collect, (anonymously) information about the ethnic background of all applicants for places at school, whether or not they were accepted and the reason for refusal where a place was not offered. Figures summarizing this... should be included by governors in the school's annual report."

Details about over or under-subscription of primary schools and the numbers of pupils rejected should be included in the head's report to governors and be available to prospective parents on request.

The school's annual report should also show designated staff numbers and posts of responsibility, actual numbers and percentage of ethnic minority pupils.

teachers' qualifications, training and responsibilities. But the governors should decide whether to grant any parent's request for information about an individual teacher's experience.

Details on pupil attendance and the proportion of half-day sessions lost "for whatever reason" should also be published in the governors' annual report to parents, the document says.

Under current ILEA policy, students of 16 and over can see their own pupil records. The committee wants as a "general rule", the records to be open to children regardless of age.

The ILEA should also extend its publication of examination results, and investigate publishing adjusted exam results on a subject-by-subject basis, the committee recommends.

On the Government's proposed benchmark tests, the committee says that the purposes and limitations of school assessments should be clearly explained to parents along with the way to interpret results properly.

Results should only be published in the context of information about intake. "Without taking account of differences in the composition of the student body, comparisons of classes, schools or I.E.A.s in terms of performance in national benchmark tests would be very misleading."

To encourage parental involvement, the committee recommends that schools allow parents and children at least 15 minutes alone with the class

parents' meetings. This should be built into teachers' contracts after negotiation with the relevant bodies.

The report emphasizes the need for information to be comprehensible and suggests monitoring booklets aimed at parents. It recommends that two publications in particular need to clarify the phrase: "prejudice the provision of efficient education or the efficient use of resources."

The authority should consider telling all schools about divisional resource allocations. The committee recommends that the Educational Priority Index which takes factors such as eligibility for free meals into account be renamed the School Resource Index and that the differential allocation of funds to schools be made public.

The committee notes that staff training will have to go hand in hand with commitment to greater freedom of information. It emphasizes the need for a "considerable change of attitude, in a society like ours, to move to meeting the collection, analysis and presentation of information as a way of fostering equality and empowering people (not calling them) rather than as a means of restricting and controlling them or protecting oneself or one's organization."

*Informing Education*, the report of a committee of inquiry into freedom of information, price 25 (inc. p. & p.), those associated with the ILEA, and those who are not, is available from the information office, ILEA, County Hall, London EC6A 3TA.



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# Reform: marks out of a hundred

OPINION POLLS

Jeremy Sutcliffe looks at the messages for Kenneth Baker from recent surveys of public views on education

As everyone knows (or should do) statistics can be made to prove anything. Thus it is with opinion polls. Since the general election the pollsters have told us all sorts of apparently contradictory things about how parents view their children's schooling.

On the one hand for example, Gallup in the *Daily Telegraph* last month told us that nearly eight out of ten parents are happy with their children's education. Other polls echo the high level of satisfaction. Yet a MORI *Reader's Digest* poll in August told us that 62 per cent of parents want to return to a system of grammar schools and secondary moderns.

Similar apparent contradictions occur in the realm of parent choice. The same Gallup poll found that 93 per cent of parents got their children into their first choice school. Yet Gallup also tells us that almost half the same sample of parents (42 per cent) believed they actually had no choice at all because it was decided by the local education authority.

Interpreting opinion polls can be like reading the tea-leaves or a horoscope: you can find anything you want in them and say more or less anything you like. They are, in short, a politi-

cian's dream. But analysis of a number of polls, carried out at different times, for different clients, can help to discover what parents and voters think about schools, standards, and the need (if any) for change.

After jobs and defence, education remains the third most important issue to voters, according to Gallup. The Conservatives and Labour tie with 36 per cent on the question of which party would be most likely to improve standards. The conclusion seems to be that the electorate remains concerned about education, but is confused and divided about what should be done.

So what would parents like? As I have already indicated, a large majority are satisfied with state school education. In fact, the Gallup rating (78 per cent satisfied) compares well with that given by parents whose children go to independent schools. A Truman and Thring, a newly-merged educational trust, found 72 per cent of parents "very satisfied" with independent schools.

But when it comes to standards parents are less happy. Gallup discovered that only 16 per cent of parents thought they had improved, compared with 26 per cent who thought they had deteriorated (47 per cent think there has been no change). More than half (54 per cent) of those who thought standards were falling blamed it on "poorer discipline". This was followed by "government financial squeeze" (47 per cent) and "quality of teachers" (More than a quarter (29 per cent) thought there were "not enough teachers").

There is concern too, behind the crude statistic which shows 93 per cent of parents (Gallup) get the first choice school for their children. A poll for London Weekend Television by the Harris Research Centre, also carried out in November, showed 24 per cent of a sample of 1,143 parents in London and the east would like their children to attend a different school. Three in ten inner-London parents wanted a change.

More worrying, however, is the way the issue of parental choice relates to race. The Harris poll discovered 40 per cent of white parents favour a school mainly of their own race, against 15 per cent of blacks and 19 per cent of Asians.

The position in inner London, with its emphasis on multiracial education is more encouraging. Only 22 per cent of white parents would prefer a mainly

white school for their children. In the home counties, more than half expressed this preference.

The Gallup poll of the *Daily Telegraph* uncovers more communal anxiety. Forty-eight per cent of parents disagree with sending their children to a school where more than half the children are of a different ethnic background (45 per cent agreed).

But the worst indication of how parental choice could lead to segregation comes in answer to the question: Would you agree or disagree to your child being sent by an L.E.A. to a school of a predominantly different ethnic background in the interests of racial integration? Only 4 per cent agreed, while 88 per cent were against the idea. (See pie chart).

Teachers should have little to fear from parents. Gallup shows a large majority of parents (73 per cent) are against the idea of being given the power to hire and fire teachers.

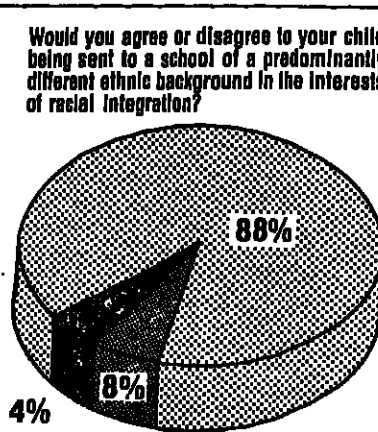
Parents also think teachers should have a bigger say in the running of schools, and that L.E.A.s should have less. The Government, however, given its plans to tighten its grip on education, should be worried.

While a quarter of parents think Whitehall currently has the greatest say in running the service, only 5 per cent of parents think it should have the greatest say. (See bar charts).

The Government appears to be on safer ground on the issue of the proposed national curriculum. According to Gallup, 65 per cent of parents at the end of October were in favour of the plan.

More intriguing, however, are the results of two MORI polls carried out in June and October, which show support for the national curriculum. The question in both cases was: Do you support or oppose a national curriculum? In June 64 per cent were in favour with 12 per cent against. By October only 55 per cent agreed with the plan while 22 per cent disagreed.

Clearly, the publicity given to the proposed national curriculum has not had the positive effect the Government would have wanted. One might have thought compulsory testing at the ages of 7, 11, 14 and 16, might have caused this. But testing is even more popular than the national curriculum, according to Gallup (71 per cent of parents in the Gallup survey said they believed it was "right" to charge for educational extras, such as field trips, art and craft materials (44 per cent thought it was "wrong"). When asked whether they already



of selection. The MORI *Reader's Digest* poll showed 62 per cent of parents in favour of a new system of grammar and secondary modern schools. But only 17 per cent wanted a return of the 11-plus. The other 45 per cent wanted selection to be on the basis of continual assessment rather than exams.

Gallup's October poll also shows a bare majority in favour of a switch from comprehensives to a selective system with the brightest 20 per cent going on to grammar schools (50 per cent for, compared with 43 per cent against).

But the Government may have trouble convincing parents of the merits of opting out. The Gallup poll for October shows a majority of parents (66 per cent) in favour of "leaving the school as it was". Just 21 per cent said they would like to opt out of the L.E.A.

Much appears to depend, however, on the way the question is phrased. When MORI asked, in June, whether parents would simply want to opt out of the L.E.A., only 45 per cent were opposed, while 35 per cent supported the idea. This appears to be much better news for Mrs Thatcher, who would like to see most schools opt out.

If schools do opt out, they - and those successful schools which choose not to - should have no difficulty topping up their income from parental contributions. More than half (51 per cent) of parents in the Gallup survey said they believed it was "right" to charge for educational extras, such as field trips, art and craft materials (44 per cent thought it was "wrong").

When asked whether they already

contributed towards equipment, trips or the upkeep of the school, 88 per cent said "yes".

Over the next few months MPs of all parties and more importantly perhaps, the peers in the House of Lords, will be weighing the political implications. Not very surprisingly, they will discover that parents are divided, confused, and perhaps a little bewildered by what is going on in our schools. But though there is evidence of general satisfaction there are obvious worries.

The clear message for politicians (one to which Mr Jack Straw no doubt Mr Kenneth Baker is listening) is something like this: standards are slipping, tests are popular, so (with few amendments) is the national curriculum, selection (in some form) is now inevitable. And, despite the fact that most parents are happy with what they're getting, the very mention of the word "choice" will have them eating out of your hand.

Bar chart showing responses to the question: 'Which of these groups do you think should have the greatest influence on running the education service?'

Group	Percentage
The Government	25%
Local education authorities	46%
Parents	19%
Teachers	5%
Don't know	8%

Bar chart showing responses to the question: 'Which of these groups do you think should have the greatest influence on running the education service?' (Continued)

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## No bending to allow for the low ceiling

Mr Baker wants to hold the 1988 salary increases down to 4% but the unions have other ideas. Report by Jeremy Sutcliffe

The teachers' unions and local authorities have now completed their submissions to the interim advisory committee, set up in place of the disbanded Burnham Committee to make recommendations on teachers' salaries.

As expected, most of the unions have asked for big increases, but more surprisingly the local authority employers have drawn up a shopping list which could lead to the spread of differential salaries for teachers of shortage subjects and pave the way for regional pay talks.

The employers' main concern is that L.E.A.s should not incur financial penalties in the event of the interim committee recommending an increase above the £300 million pay ceiling (worth an average 4 per cent).

More intriguing, however, is their desire to see more flexibility in pay awards to allow L.E.A.s to recruit and retain enough teachers. Thus, they want to see big increases in the London weighting allowances, a larger number of the £501 "merit" allowances to good classroom teachers, accelerated promotion and discretion to pay teachers more than one incentive allowance.

The employers make no explicit reference to the issue of pay variations as a means of meeting teacher shortages, but are currently investigating the whole issue of regional pay.

One of the main sticking points between the two teachers' unions is the

Pay claim for 1988: How the unions line up	
NUT	16%
NAS/UWT	16%
AMMA	16%
PAT	5%
SHA	20%*
* Heads and deputies only	

employers' wish to retain existing differentials between classroom teachers and heads and deputies.

Five of the six teachers' unions have now made public their 1988 pay claims, with the Secondary Heads' Association easily topping the list of claimants with a request for 20 per cent.

This is the first time the unions have been invited to submit individual claims, and both SHA and the other "heads" union, the National Association of Head Teachers, have taken the invitation seriously, hiring consultants to help them make the best case possible.

So far, only SHA has revealed the fruits of this outside help, which takes the form of a glossy submission which runs to more than 60 pages.

Both unions, however, are hoping to capitalize on Mr Kenneth Baker's avowed intention to improve incentives to heads and deputies, who will have to bear the brunt of the Education Secretary's reforms.

The NAHT is expected to reveal its claim next week. Mr David Hart, its general secretary, said the union would be putting a case for increasing differentials between heads, deputies, and the rest of the profession.

SHA does not have the difficulty of having to satisfy members in the primary sector (although it does have a few middle school heads), and has thus announced a claim for an across-the-board increase.

Its submission to the interim advisory committee argues that heads and deputies' salaries should be increased, substantially, to reflect the growing demands made on them. It also makes clear that 20 per cent is only a start. A further 20 per cent would be needed in future years as the reforms are phased in.

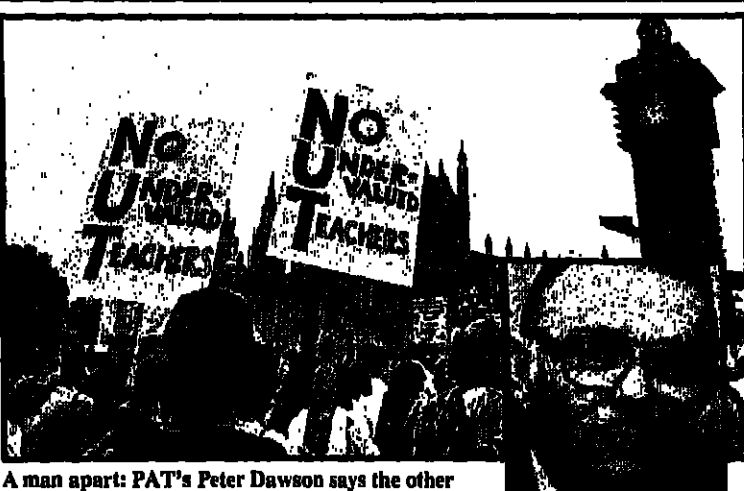
Another important part of SHA's

claim is the demand that deputy heads' should be paid at least 80 per cent of heads' salaries - again recognizing the increased role of the deputy.

Despite the invitation to submit claims separately, the three big unions have made a joint submission, calling for an 8 per cent rise in line with the expected increase for other professions, plus a further 8 per cent to help teachers return to the pay level set by the Houghton Award in 1975.

The three unions - the National Union of Teachers, the National Association of Schoolmasters/Union of Women Teachers and the Assistant Masters and Mistresses Association - claim their submission represents the overwhelming feelings of the profession, accounting as they do for some 80 per cent of teachers.

But they have been angered by the maverick Professional Association of Teachers, which alone among the six unions last week refused to endorse a call for the lifting of the £300 million pay ceiling set by Mr Baker.



A man apart: PAT's Peter Dawson says the other unions' claims are unrealistic.

PAT has taken the unusual step, at least as far as traditional-style pay bargaining is concerned, of asking for a 5 per cent increase for all teachers. This is only marginally above inflation.

Mr Peter Dawson, PAT's general secretary, calculates that by setting what he believes are unrealistic targets, the profession risks alienating the Government and public still further.

Instead, the union wants a 50 per cent increase in the £501 incentive "A" allowance paid to outstanding classroom teachers - and insists there

should be no limit to the number of merit payments to good teachers. This claim would add about 2 per cent to the overall increase PAT is demanding - but only for those teachers who qualify.

What is clear from all the claims is that the interim committee will not be able to accommodate them within the terms of Mr Baker's remit. The committee, which has a March 31 deadline, must therefore make recommendations, which would lead to teachers keeping just about in pace with inflation, but falling once again behind

other professions. If the demands for differential increases which come from the headteachers and PAT are to be met, some classroom teachers may have to settle for less than the rise in living costs.

The alternative, which still seems likely, is that the committee may make additional recommendations, outside its remit, saying what it really thinks. This will then put pressure on the Education Secretary to provide extra funds.

One possible outcome, therefore, is that all teachers will be awarded a cost of living rise of about 4 per cent. The committee will recommend more for heads and deputies, as part of a phased increase ready for the introduction of the reforms set out in the Education Bill. It will then be left to Mr Baker to find the extra millions from Government reserves which, conveniently, stand at record levels, and therefore leave ample room for manoeuvre.

The committee will almost certainly discuss teacher shortages, particularly in the London area, but also across the country in certain subjects. Mr Baker is encouraging it to consider meeting these by means of differential pay and regional wage variations. Given the tight financial restriction on its remit, it's quite possible that these issues could also be left to an additional section of recommendations, requiring further additional funding from the Exchequer at some future date.

## Speaking up on behalf of those who find it hard

SPECIAL NEEDS

The shortage of therapy for children with language problems is at crisis point. Howard Sharron reports

Children with speech and language problems and children who are clumsy because they have poor sensory integration are often falling at school and being wrongly diagnosed as mentally handicapped or lazy.

Existing therapy resources cannot even provide adequate services for those relatively few children who have been properly identified.

These were among the problems identified at a special crisis conference held to discuss the lack of provision for children with special needs. Delegates supported a call for a national lobby of

Parliament to draw attention to the situation which is destroying children's life chances.

The packed conference, which brought together teachers, speech, occupational and physiotherapists, was organized by *Special Children* magazine after it had received a deluge of articles and letters, from professionals and parents, about appalling shortfalls in service across the country.

Keith Heywood, head of Alderley school for speech and language impaired children - the largest in the country - said the lack of screening and early intervention with children suffering from language handicaps was a national scandal.

In the past few months he had rescued a very bright child who had been wrongly placed in a school for children with Moderate Learning Difficulties because he had an undiagnosed language problem. It was very common to find children who had gone through three or four years of schooling before they came to the attention



Battle for words: children with language difficulties may suffer from a lack of resources.

of a speech therapist who could properly assess them.

Mr Heywood called for screening for children from birth, using measurable "risk factors" which could predispose them to speech or language problems. These included genetic, chromosomal problems which affected up to five per cent of children with delayed language development, prenatal illnesses, perinatal problems such as lack of oxygen, and post-natal problems such as encephalitis, infections, non-accidental injury and "social factors".

Once a language handicap had been diagnosed, there was often a two to three year gap before remediation started. This meant that children often became withdrawn or developed behavioural problems. Professionals often seemed to wait until there were really gross signs of a language disability before they acted, Mr Heywood said.

extra resources were not enough to solve the crisis, because the professions involved had not established their own priorities. They had not coherently formulated their attitude to the role of parents in therapy, yet parents lived with their children and had far more contact time.

Too little time was spent training parents, and too little time was spent in collaborative training between the professions, said Professor Crystal.

There was also desperate need for evidence of the impact therapy had on children. Case histories and longitudinal studies had to be established which could prove to the doubters, particularly those in the medical profession and in politics, that therapy could change children's lives and prove cost-effective by preventing the need for more serious treatment in later life.

Therapists had to become more scientific - in the same way the medical

profession had - through longitudinal studies and the writing up of case histories, Professor Crystal said.

The Americans had been far more successful in ensuring that handicapped children received appropriate provision, because children had been given civil rights which gave them access to a full education. This was explained by Betty Byers-Brown, a speech therapist who had worked for many years in the States and is an honorary research fellow at the University of Manchester.

Lack of funds is not an excuse in America and parents may sue the school district, the state, and can even go to the Supreme Court if they feel their child is not being given the restrictive environment for their education, said Ms Byers-Brown. This did not always mean full integration into ordinary classrooms but it did mean that children were not discriminated against because of their handicap. And it prevented other pressures on the purse-strings from removing resources.

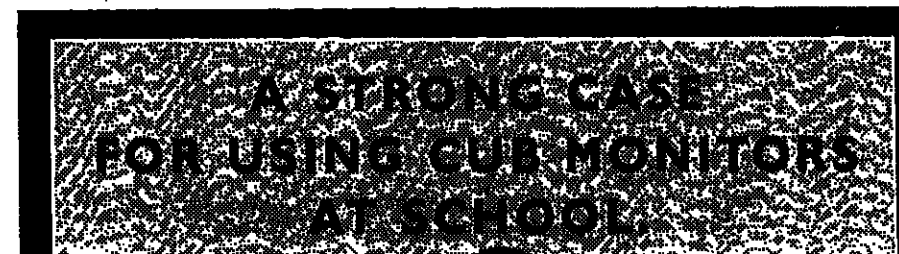
"The American Congress had so strongly backed early intervention of special education for children, with special needs that it is considered throughout American society to be unethical and uneconomic to deny it," she said.

The conference delegates voted in favour of a statement calling upon the Government to review the chaos caused by education authorities recommending provision for children which was then not supplied by health authorities. They also wanted children's rights to special services assured.

Professor Crystal concluded that the conference was only a first step. *Special Children* was organizing a parent meeting in the New Year, and a mass lobby of Parliament in the spring. He hoped professionals would make sure that parents received the information about the campaign.

Howard Sharron is managing editor of *Special Children*.

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## OVERSEAS

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## LETTERS

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## DISRUPTIVE PUPILS

### Class warfare

Fiona Taplin

Teaching is a lonely job. A teacher works behind closed doors; the only adult facing a sometimes bored, often apathetic, and occasionally hostile group of youngsters. How they cope is more often than not left to the individual.

Educational experts tell us that good discipline comes from good classroom management. So, when a teacher has difficulty with unruly and disruptive children, the problem is often compounded by guilt. "It must be me," "Somehow I've got it wrong," he or she thinks. And after all the soul-searching and sleepless nights comes the inescapable conclusion "I must be an inadequate teacher."

Crises of confidence are endemic in the teaching profession these days. Everyone from the Secretary of State downwards tells us we are bad at our jobs and that educational standards are low.

It doesn't matter that we, the professionals in this hard-pressed service, know that it simply isn't true; that more children are achieving better qualifications than ever before.

Industrialists still tell us we turn out illiterates. The Government blames us for the state of British industry. Even the moral decay of our society is more frequently laid at our door, than on the doorstep of the Archbishop of Canterbury.

Everywhere, confidence is at a low ebb. The new exams, hurriedly introduced without proper preparation, haven't helped. We know we are doing the best job we can and really doing rather well in the circumstances. The trouble is, no one ever tells us. No wonder anxiety stalks the staffroom.

Add to all this the disruptive pupil, and it is often simply the last straw. Pupils, these days, know their rights. They know all about the law on assault, and some delight in goading

poor unfortunate adults past the limits of endurance.

Mostly we suffer in silence, ashamed to admit we cannot cope with a particular group or child. Very few of us will actually admit to being driven to despair by the tactics of teenagers bent on psychological mayhem.

Actual physical assaults on teachers, traumatic as these are, can at least be seen. They are public and are publicly dealt with. The psychological warfare that children wage is more insidious.

I would hazard a guess that there is not a school in the country that does not harbour at least some youngsters who see their school years as an opportunity to conduct a persistent and unremitting war on adults.

The answer is joint action. From my own experience, the case conference, normally used to help and diagnose the problems of individual children, can be put to good use in combating a disruptive class. Where this has been tried, there is immediate benefit to the teachers, and the effective management of the disrupters is greatly improved.

Apart from the fact that joint action can be planned, the psychological support each teacher feels in being able to share problems is of immense benefit. Instead of staggering silent and self-shocked into the staffroom, a kind of war-time humour takes over: "Have you heard the latest about so-and-so?"

Children really do believe that teachers operate in isolation. When confronted by concerted action their resolve often crumbles. Good classroom management is essential, but often it cannot be achieved in isolation. There's more than one way of team-teaching.

Fiona Taplin teaches English and is a head of sixth form.

## TALKBACK

School assemblies are often no longer based on religion or Christianity. Every Diwali or Ramadan classes get involved in project work. Children often learn something about the Sikh religion too. The same goes for the Chinese New Year.

Each school in the IEA must have anti-racist and equal opportunities policies. Letters are circulated encouraging ethnic communities to be represented on the governing bodies. Dual-language library books are available for the bilingual children.

But these and other such measures have not been able to wipe out racism or even significantly minimize its evils. Many complacently believe that these changes constitute a great step forward.

However things have improved very little. Instances of primary children asking their mothers not to come to school wearing saris are not uncommon, and I have yet to hear children speaking Punjabi or Bengali at school either among themselves or to a teacher.

It has always been emphasized that close links between home and school are vital - that involving parents in school life helps their children's education and overall personal development. Racism is the biggest handicap to the creation of such links. Those Asian parents who visit schools now and then - do they find a welcoming atmosphere of mutual respect and co-operation?

It is well recognized that children learn a great deal from each other. If you want to know if this is universally true in our schools, ask some Asian children. They will feel left out and their learning will be greatly inhibited, if the other members of a "collaborative learning group" are racist or indulge in sinister name-calling.

Some teachers feel that they are doing more than their fair share. On the display board we have writing in different languages. International evenings and special assemblies on festival days are a regular feature. If you talk to the Asian parents or Asian teachers they tell you that at least there is an awakening - there is a significant move towards ways of combating racism.

## RACISM

### Lip-service is not enough

Janardan Agrawal



Teachers often pay only lip-service to anti-racism in the classroom: "You should not call him 'Paki' or any name like that. You should treat everyone nicely - black, brown, white, yellow are all the same, all human beings." Or, welcoming a new Bangladeshi child into the class: "Who would like to look after Afzal? What about you, Akhtar, perhaps he can sit next to you. You speak the same language, don't you?" And there you have a mini ghetto in the class.

However, if such a Bangladeshi child is withdrawn for special help, a rapid relationship develops between the ESL teacher and the group but at a cost to the child's fully

integrated development. If he does not pick up the English language fast, he is considered an idiot in every other subject too. Any other non-English speaking European child soon becomes a full participant in school life. And whether he is withdrawn for ESL or not, he will very soon pick up the language.

Unless attitudes are changed, nothing more can be forthcoming. Attitudes of parents, teachers, the press and education authorities need to be moved forward positively. If that were achieved, then side-issues like non-religious assemblies or "projects on Diwali" would become irrelevant to the real issue of racism in schools.

There are bilingual books in class and school libraries. Home languages are becoming valued. But you will give authorities the shock of their lives if you talk of including Hindi or Gujarati in the list of modern languages on a par with French and German.

No, the best place for your "valued home" language is the home or the community centre. Far from giving these languages equal status, they are made prohibitive. My son had to pay the full examination fee when he entered through his school for his GCE O level Hindi examination.

All those concerned with education need a sympathetic understanding of the experiences unique to ethnic minority children both inside and outside of school, and a determination to eradicate racism from children's minds.

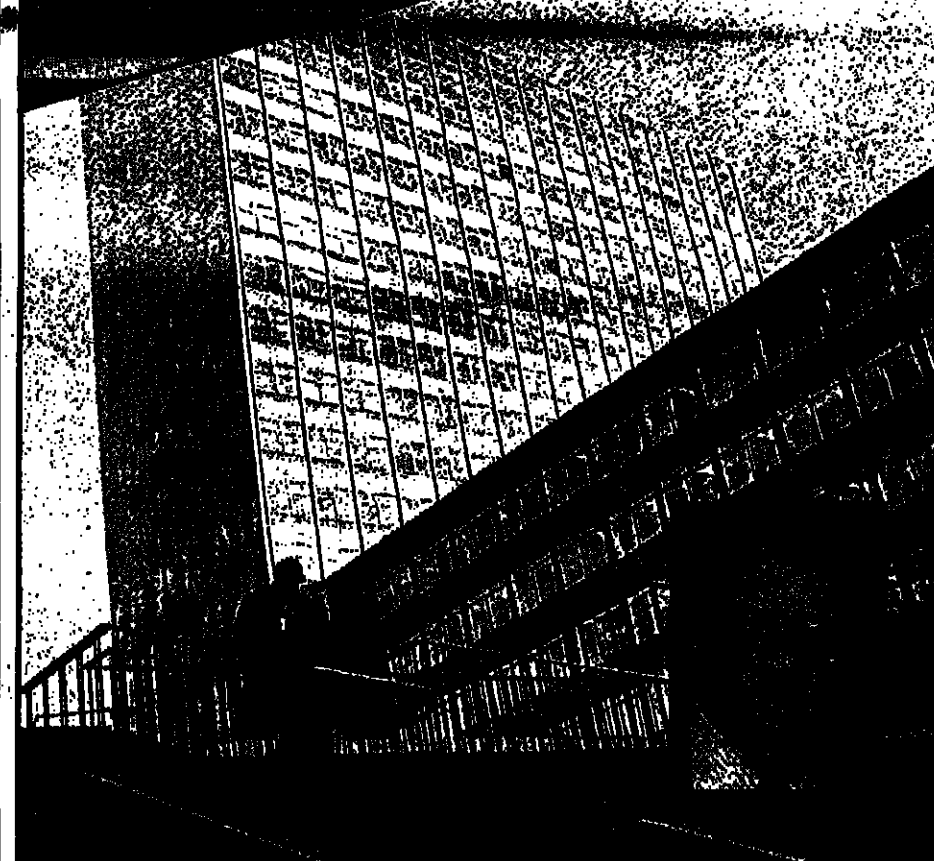
If a child is suffering inside then one of education's main aims - the unimpeded development of a happy and healthy personality - will have been missed, no matter how many A-levels that child may have.

Janardan Agrawal teaches at Newton Green Junior School, London.

## FEATURES

# The high road

Peter Cornall finds the Scottish proposals for a national curriculum a striking contrast to the English plans



A world separates Malcolm Rifkind's Scottish Education Department (top) and Kenneth Baker's HQ (bottom).

As England and Wales received their Baker's Bill, the Scots got a Consultation Paper - an echo, merely, or the strains of a different music? A world rather than a whisker separates Elizabeth House, headquarters of the DES, from New St Andrew's House, home of the Scottish Education Department.

Scotland shows how things might have been for us in England too, if educational considerations controlled education policy; how, one day, progress might again be founded upon partnership and commitment to the common good.

The Government's critics must now challenge it to justify such different treatment for these two parts of the United Kingdom.

The clear implication of Mrs Thatcher's and Mr Baker's policy is that teachers in England and Wales will only accept curriculum change and new forms of assessment if they are compelled by force of law, an assertion entirely unproven and - for curriculum at least - unquestionably false.

*Curriculum and Assessment in Scotland*, issued by Mr Malcolm Rifkind, the Scottish Secretary, refers to legislation as no more than a possibility on which advice is sought, and then only in the area of assessment:

For the most part the Government believes that the machinery for establishing and implementing curricular policies which we already have in Scotland has been successful.

The machinery we currently have in Scotland allied to the professionalism of our teaching force will allow substantial progress to be made... Final decisions (about curriculum) will necessarily be taken by the education authority and the headteacher.

The emphasis will be placed on assisting teachers with current problems rather than making unnecessary changes... It is a programme of clarification and definition rather than of fundamental change.

The tone of sanity and trust is sufficiently clear: this is a paper of legitimate parentage, belonging to the intelligible sequence of professionally responsible development in curriculum and assessment which goes back at least to the landmarks of the Munn and Dunning Reports. In owning such lineage, how strikingly it compares with Mr Baker's brutal interruption into the curricular debate.

At this point, I guess that any Scottish readers would be anxious to state that nothing in their tradition of education is new, demand for national testing at eight and 12 years old, precisely like an importation from England. Let them notice, however, that only two ages for testing are proposed, that there will be tests in English and mathematics only and that the testing will be very much in the hands of each school, drawing from a national data-bank.

Do English teachers deserve so much less trust? It is true that "collective levels of attainment" are to be reported to the new Scottish school boards, when established; but that this necessarily means that schools will be compared by their results, has been strongly denied.

*'Scottish policy is still consistent with a wholehearted concern to secure better education for every child in every school'*

Not for a moment am I suggesting that this Scottish Education Department (SED) document is, from a Scottish standpoint, unthreatening: were I a Scot, I would indeed be watchful and cautious, especially in the light of the current proposals for school boards, in imitation of English governing bodies.

As things are at present, however, SED policy is still consistent with a wholehearted concern to secure better education for every pupil in every school - the test by which the Thatcher/Baker policies in England and Wales so conspicuously fail, through their obsessive and constitutionally odious distaste for the local education authority system which has served to keep inequalities to a minimum.

While the proposed Scottish school boards certainly could, in a year or two, become the means by which opted-out schools could be managed, the prospects in Scotland for destroying equality of opportunity through privatization are clearly much less favourable than in parts of England.

To an obvious English eye, the Scottish education system has significant advantages in resisting Thatcherism: Scotland has a centuries-old tradition of offering educational opportunities to the poorest of the poor, and a measure of personal understanding between leading figures, which promotes a shared determination that policies must serve only the national interest.

Paradoxically, the fact that the Consultative Committee on the Curriculum is already an appointed body probably accounts for its influence, and for the trust extended to it by the SED.

The existence of a single body for school examinations (SEB) and a single body for vocational qualifications (Scottex) signifies a pragmatic acceptance that monopolies can sometimes be more beneficial than dangerous.

The awesome dominance of one professional association of teachers at least creates a balance of forces between employer and employed, excluding the technique of "divide and rule" with which the rivalries of English unions continue, astonishingly, to arm their enemies, and the enemies of educational equality. Perhaps the qualities of solidarity and cohesion, within and between the major elements in the educational establishment have done most to protect the education service in Scotland - so far - from the destructive forces at play south of the border.

Certainly, education in Scotland seems to be buffered from the most revolutionary obsessions of present-day Conservatism: the Scottish Secretary may be only a lesser demon, in Downing Street, but in Edinburgh, as was recently suggested in Parliament, he is almost his own Prime Minister.

Then there is the electoral situation which, as my Scottish friends point out, can be read either way: the Government, it can be argued, has so little support that it has nothing more to lose, as shown in bringing first to Scotland the benefits of rate reform.

On the other hand, the very extent of opposition to the Government in Scotland must give grounds for caution, in exacerbating feelings which have a natural focus in the sense of separate nationhood.

One reason why Scotland has heard nothing

about opting out from regional control may be that even Mrs Thatcher can hardly be sanguine about achieving the sort of support for disintegration which she counts upon from whole tracts of middle-class England. Nor does there seem to be the deep-rooted determination (which has become so apparent in England) to destroy the century-old partnership, at once democratic and constitutionally wholesome, between central and local government.

While Mr Baker affects to believe that curriculum improvement "to be effective must be backed by law", Mr Rifkind has no intention to legislate, but is happy to depend on the existing machinery of his Consultative Committee on the Curriculum to provide the guidelines upon which head-teachers will act.

Why, one wonders, could not Mr Baker first establish his machinery, in the National Curriculum Council, and then be guided by its advice?

The Scottish CCC, enjoying the advantage of 10 years' experience, offers a vision of what could have happened in England. Its document, *Curriculum Design For The Secondary Stages*, is to English eyes notably professional, compared with the gross amateurism of *The National Curriculum*.

The sophistication of its language matches the complexity of the subject-matter: it is so unmistakably influenced by practitioners who know the state of the art; it offers teachers intelligent, well-informed guidance, using the terminology of today in confidence that it will be understood.

There is no obsession with the school subject: "... rather than teach exclusively in subject terms, teachers should increasingly contribute to wider aspects of the curriculum".

Instead of a collection of "subjects", we have broad modes, (roughly similar to our own HMI's "areas of experience") with titles that positively encourage the development of new courses; a generous range of suggested proportions of time to each mode.

The "permeating elements" - process skills and key aspects of personal and social development - are highlighted, in sharp contrast to Mr Baker's scant concern. The problems of cross-curricular themes are openly acknowledged, if not wholly solved.

Guidance as to what can contribute essentially to a mode and what courses can offer possibilities of enrichment are also provided along with precise information about the certification status of every course for 15 and 16-year-olds.

What would most English schools - and all English i.e.s. - not give to deal with only two, non-competing, certifying bodies; and to be supported by unequivocal Government approval for free-standing modules and short courses as essential components of a broad and balanced 14-18 curriculum?

The appendices to *Curriculum Design For The Secondary Stages* are alone worth more than any three pages among the thousands I must have read since the HMI's third red book. On these

*'In happy Scotland professionalism and experience qualify for respect and honour rather than contempt'*

sheets are displayed in summary and diagrammatic form, for ages 13-14, 15-16, 17-18, the eight modes:

- ☐ Language and communication
- ☐ Mathematical studies and applications
- ☐ Scientific studies and applications
- ☐ Creative and aesthetic activities
- ☐ Technological activities and applications
- ☐ Social and environmental studies
- ☐ Religious and moral education
- ☐ Physical education

These are followed by the:

- ☐ Permeating elements
- ☐ Key aspects of personal and social development
- ☐ Minimum or suggested ranges of time
- ☐ Essential contributions to each mode and the
- ☐ Enrichment or elective courses which similarly contribute.

The document is worth obtaining for these three sheets alone, because of the manner in which they immediately display, for even the least experienced curriculum planner or timekeeper, the relationship between time, curriculum and certification.

We are indeed in a different world than when in the company of Mr Baker and the DES: political mythologies are kept in their place; above all, in happy Scotland, professionalism and experience qualify for attention, respect, and even honour, rather than barely-concealed contempt.

Peter Cornall leads the advisory service in Cornwall. A two-page TES summary of the Government curriculum proposals for Scotland is available from our Scottish office, 2 George Street, Edinburgh EH2 2HN price 30 pence.

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## COMPUTERS

### The trouble with men

Eileen O'Mahoney

I decided that the time had come to use a computer role-play exercise in one of my humanities lessons. Abruptly, I experienced the problems (men), the policies (thought up by men) and the practices (only men) of using computer equipment.

I wheeled in one computer which was set out upon a trolley and which I had begged from the first-year base. This was a boost, as every other piece of computer equipment sits in state without a trolley and is fairly bulky and at the time there was no other colleague available to help with this new concept in weight training.

I arranged a small group of pupils (females) around the terminal and applied the basic premise which is always used when handling electrical equipment, that is, find a plug. On my return (approximately three seconds later) I found that my group had been taken over by another colleague (male) - the lure of the computer program had been irresistible.

This engendered in me great astonishment at the great astoundment of colleagues had never, so far, been wholeheartedly in favour of taking another staff member's class when cover had been required: ☐ This particular colleague was also prepared to teach one class (his own) as well as my group.



I voiced my alarm to my head of department (female) whose answer cannot be printed and, recovering my usual calm and poise, returned to my group. Using a tone generally reserved for my headteacher, I asked, politely, if my assisting colleague would allow me to continue to teach the group.

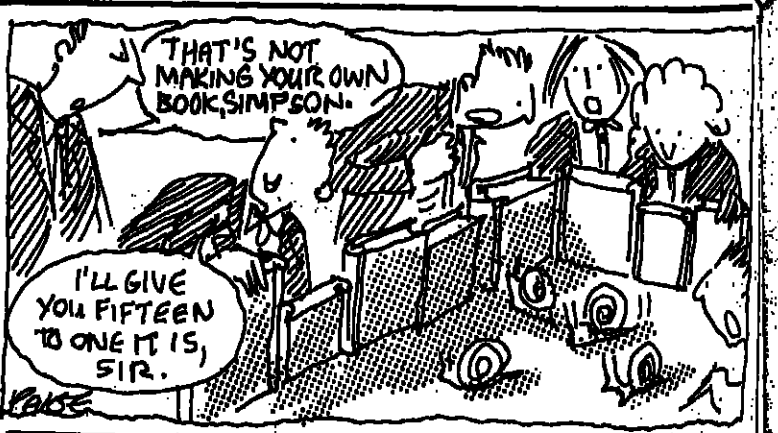
"Ah", came the cunning reply, "but you said you hadn't quite used this one before!" This was, I am aggrieved to say, quite true but I maintained (sturdily keeping my place) that I was well able to understand the basic principles of using a computer (that is, find a plug and plug it in, then find the disc and shove that in) and I could, of course, apply them to this one (a lig).

Each colleague (possibly the end of a beautiful relationship, probably the end when this is read).

I put in the disc. Pressed "shift break". The group and I waited. Nothing. We waited. Nothing. The group instantly urged me to find my erstwhile colleague (male). I found my head of department (female). Together, we investigated the problem. Together, we found and corrected the fault. Together, we gained knowledge required for next time. Together, we broke down the notion that one had to find "the expert" (male) and rely on that person to put things right.

My male colleague was genuinely trying to help me out but a different approach was required. The problems need to be shared and overcome by all involved and interested participants. The policies need to be discussed openly, relevant, and essential information must not be reserved for a constantly appraised and evaluated to encourage new users of computer equipment: rather, than relying on already experienced users. All the participants learned a lesson that

Eileen O'Mahoney teaches in a Leicestershire high school.



## DIY BOOKS

### Write on

Alan Clamp

"Do you write, Sir?" was a not so innocent remark from John, a fourth-year junior who was struggling to make his own book. Like many children's remarks it set me thinking about the process of learning.

Staff and children need to see that any new ideas introduced into school have the enthusiastic approval of those in charge. Staff need to see that the "senior management" support the idea.

In secondary schools certain departments have not prospered for years because the status and attention they have received has been limited. In the primary school this has manifested itself in the attention the head has given to curriculum areas. It is very easy for a head to approve an idea in theory but hard to do in practice.

The idea of "publishing" children's work is an excellent curriculum improvement. By how does it get that necessary status? It involves a lot of hard work on the part of the child and the teacher and praise is a natural reward. Why not endorse and extend this idea with the head publishing his own work?

All heads write thousands of words a year in letters, confidential reports

reports to governors, curriculum documents and so on. All heads take assemblies. Why not combine the assembly with a "published" work?

One of the better ideas on assemblies (taken in moderation) is that of the head talking about what he did at the weekend. I took this idea from Derek Waters' book on assemblies and have used it successfully on many occasions. I have recently combined this with the production of a book using "Pict Street Editor" for the front cover graphics and "Pictor" to give a large print suitable for all the children. It has led to many other developments.

Children have illustrated my books as well as their own. The *Tale of Two Tails* was the visit to an RSPB reserve. Children were fascinated by *Remember, Remember the Fifth of November*. *When Sir* told about his own home and the treacle toffee that he didn't eat.

My reply to John was a book entitled *Writing* (all of five pages). The book got read and re-read. More to the point it got children to read books and what is more produce their own - it has status.

Alan Clamp is headteacher of WPA Bank CP School, Tarnside.



## FEATURES

# Opting out? No thanks

Parents welcome national testing but want their own schools to stay in the maintained system, Gary Thomas finds

One part at least of Kenneth Baker's proposals seems to have struck a chord with parents. Most feel that it is a good idea if children are tested regularly. Perhaps this is the just desert for an education system which has for so long excluded parents – the very people who are at the centre of their children's education. For years, parents who wished to become more involved were regarded as interfering, starchy or pushy. They were encouraged to "leave it to us", the professionals. Recently there has been much more talk about partnership with parents in education. But this is now, apparently, to be superseded by parent power in which parents are apparently to have a kind of supervisory, monitoring role.

Do parents want this kind of power? And do the Government's proposals arise out of sensitivity to parents' real dissatisfactions with education?

I confess to being a little confused. On the one hand, parents seem to be much more involved in schools, and schools seem to be much more welcoming to parents than they were only 10 years ago: a survey I recently completed (see last week's TES) showed that parents were working alongside teachers in 86 per cent of primary classrooms in one region of Oxfordshire.

A host of schemes and projects encouraging parental involvement have developed up and down the country. And surveys seem to show that parents are, broadly speaking, satisfied with their own children's education.

On the other hand, there seems to be – if we are to believe the press and politicians – great concern about what is happening in schools generally: hence Mr Baker's Education Bill.

To find out more about parents' attitudes and to throw some light on what has seemed a contradiction, I interviewed 300 parents, mainly from London and the shire counties in the south of England, on parental involvement and some of the proposals in the Bill.

They were first asked, "In general, have you found your children's school a welcoming place to you as a parent?"

An overwhelming 94 per cent said they did. There was virtually no difference between the



Most parents find schools welcoming but they would like more information about their child's achievements

responses from the parents of children in schools in Greater London and inner London, and those from parents of children in schools in the shires. And parents of children in secondary schools were only slightly less likely to find their children's schools welcoming places (86 per cent against 96 per cent in primary schools).

When asked, "Do you think there should be more, or less, involvement by parents in the running of the school, or are things about right already?" Most (61 per cent) said they were satisfied with the status quo, though a sizeable minority (37 per cent) wanted more involvement by parents in the running of the school.

In a subsequent question, "Would you like to be a parent governor?" the same proportion (37 per cent) answered "Yes". Parents of primary age children were more likely to want to be parent governors (44 per cent) than parents of secondary age children (29 per cent).

Among those interested in being governors 26 per cent were strongly against the Government's plans to allow schools to opt out; a much higher percentage than among parents generally. The question asked was: "The Government plans to allow individual schools to opt out of local government control and to be funded directly by the Department of Education and Science. What are your views on this?"

	Parents who want to be governors	Other parents	All parents
Strongly against	26	14	19
Against	12	17	14
No opinion	26	33	30
In favour	25	27	28
Strongly in favour	10	9	10

are your views on this?"

As the percentages in Table 1 show, indifference to the opting-out proposals seemed to be the most popular response from parents, though slightly more favoured than were against. The picture changed, however, when they were asked "Would you like your children's school to opt out?" Over half (51 per cent) said "no", under a quarter (22 per cent) "yes" and 27 per cent were "don't know".

Even among those who were "strongly in favour" of the opting out idea about a quarter (23 per cent) did not want their own child's school to opt out. Almost half (42 per cent) of those "in favour" of opting out did not want it for their own school.

This lends weight to the findings of other surveys which indicate that while parents are concerned about education standards, in general they are happy with their own children's schools which seem to be welcoming places doing a good job.

Parents of primary age children were more likely to be in favour of opting out in principle than those with secondary age children. When it came to their own school opting out, however, only 17 per cent of primary parents wanted it to, compared with 26 per cent of secondary parents. Those against were 52 and 49 per cent respectively.

Parents living in the shires were much more likely to be in favour of opting out in principle than those living in London boroughs; 40 per cent of shire parents were in favour or strongly in favour, compared with 30 per cent in London.

Once again, however, that difference disappeared when parents were asked to consider their own schools: 55 per cent of shire county parents were against their school opting out, 23 per cent for.

In London the figures were 40 and 21 per cent.

Don't know in the city were about 40 per cent on both the principle and practice of opting out, largely, it seemed to the interviewer, because they were not familiar with the idea rather than because they could not make up their minds.

There was little doubt about parents' attitudes to testing, however. They were asked: "The Government plans to test children in basic subjects at 7, 11, 14 and 16. What are your views on this?"

Nearly three quarters (70 per cent) were in favour or strongly in favour, a quarter were against or strongly against. But, as Table 2 shows, there was less certainty about tests at the age of seven:

	At 7	At 11	At 14	At 16
Strongly in favour	25	11	7	4
In favour	23	12	11	6
No opinion	6	4	4	4
Against	21	38	36	38
Strongly against	25	25	41	48

This survey, then, suggests that opting out will be a successful option only in schools where there is vigorous lobbying for a specific and clearly understood reason for it.

While attitudes on testing seem to be fairly clear cut, most parents feel welcome at their child's school, and most seem to be satisfied with it. The message seems to be that continuing and better parental involvement is necessary, in order to communicate even more effectively what we are trying to do in today's schools.

Gary Thomas is a senior lecturer at Oxford Polytechnic at present on secondment as staff tutor to the educational psychologists in two London boroughs.

## Fact is a four-letter word

by Hilary Moriarty

Is it my imagination, or is there a controversy raging over the teaching of facts? Do I hear rumours that the proposed tests at particular ages will tie teachers and pupils to the teaching and learning of facts – of dubious merit – at the expense of the wider "education" of the young mind?

I thought that's what I was hearing. Does that mean then, that by definition, "education" is not about facts; their promulgation, on the one hand and their learning on the other?

Goah. I must admit that, as an English teacher, one of the reasons I always rather envied teachers of most other subject was that they had a "something" to teach, consisting of things; facts, which at the start of the term their pupils did not know, and, if they were lucky, at the end of the term they did. They could hold legitimate tests to ascertain that "learning" had gone on.

It looked as if it made life – well, perhaps not easy, teaching is never that – but at least clear-cut. Aims and objectives in such a subject, I used to think, must be the clearer for being at least held in common. "I am here to learn to dissect a frog, and you are here to teach me," and so on.

Certainly, I'm sure the reason so many English departments have aims and objectives with apostrophes, paragraphing and spelling elevated to high status is that at least you could grab these "things", so to speak, and actually try to teach the pupils to master them.

By contrast, teaching a child – or children in batches of thirty – to "understand", as in the

comprehension questions which are still a major part of GCSE papers, was a much more nebulous affair. And frequently even those scoring five out of twenty for a comprehension exercise would not admit to not having understood.

There is often a lack of agreement on common ground between teacher and taught, which is not the case, say, if the teacher does know all about the Indian Mutiny, and the class does not. Many of the English teacher berated with, "But that's only your opinion, Miss, and I think my answer is just as good. And so does my Dad."

Appreciation, as in literature, is even worse. There are those children who will never "appreciate" a novel or poetry as well as others. O level English literature questions long recognized this, and CSE questions even more clearly did so – by the structuring of questions so that the facts came first ("Recount the scene in which..."). "Give an account of..." and the appreciation second ("How far do you think..."). "In what ways would you say the author..."

In these papers, and perhaps even more now in the stepped questions of the GCSE papers, which offer the candidate both the target and the ladder with which to reach it. ("Answer the following

question, with reference to these specific scenes...") there was a tacit assumption that only the most sophisticated candidates would or could aspire to criticism or appreciation.

A glance at a full batch of, say, CSE literature papers would convince you of the difficulties of teaching even the facts about a book to an unwilling class ("Mr Hobson has a dream in which an enormous rabbit appears at the foot of his bed..."). Let alone educating such a class into the wonders of the wide world of literature.

I'm beginning to realize that "fact" is assuming the status of the new four-letter taboo word. Method is more important: teach them how to acquire, how to be curious, how to find out when they need to know. What use a pile of Gravidgrind-style facts, of which they cannot see the application or purpose? 1066 and all that – we seem to be saying – who needs it? Let's teach them instead to weigh the evidence, sift the facts and judge for themselves – wheel.

I have my reservations. For a start, I wonder if the teachers who for years did not manage to teach the facts – for whatever reason – will be better able to teach these more ephemeral and indefinable skills and qualities of mind and

intellect. Then I wonder if the youngsters who could not grasp the facts – again, for whatever reason – will be any better able to cope with what are, surely, avowedly higher-order skills.

And last, I cannot be the only parent who feels that some things, facts, do have to be learned, do they not? My daughter, struggling with the numbers up to twenty in French needs to learn them, and teaching her to find her way round a phrase book as she stands in the French marketplace, is no substitute. When a mechanic invents the clunking noise my car makes, I want him to know where to look, not just exercise his curiosity about it. Why should we demand that youngsters re-invent the wheel every time they go near a classroom – what is so wrong about learning what generations before them already know?

A friend told, with appropriately yobbish accents, a lovely story about travelling on a train which was invaded at a station near London by a group of callow youths. One said, "Er, was there ever a Queen Elizabeth the First?" Another answered, "Yeah, course there was, otherwise we wouldn't have a Queen Elizabeth the Second, could we? Dumbo?" And a third pitched in, "Yeah, course there was one, but it was before the war."

When the friend who witnessed this conversation told the story recently, three of his appreciative audience were teachers. And none of them

## FEATURES



Inquiring within: the governors' steering committee including Arthur Capstick, acting head (far right) and Cynthia Thompson (centre) chairman of governors

The governors of The Lakes school, Windermere, are a keen lot. Not for them the normal termly meeting. They have at least two. And they aren't namby-pamby, two-or-three-hour affairs either: the meetings at this smallish Lakeland comprehensive are often five-hour marathons – no doubt sustained on the local Kendal Mint Cake.

Not that the school has any more problems than any other – probably less – it's just that they take their job very seriously. Now the governors have just completed an 18-month commission of inquiry.

It all started in March 1985, during the

national, headline-making no-strike agreement with the teachers while they looked into the teachers' case.

They held public meetings, meetings with union representatives at all levels and even with Government representatives. Acting head-teacher, Arthur Capstick said: "In the early stages they believed that they could be influential – almost at a national level – such was their forthrightness."

The concordat eventually broke down. Apart from sympathy for the teachers' case, the governors were left with an awareness of the chronic under-resourcing of schools and more significantly, of how little they know of their own school and of education in general.

So, in November 1985, the then chairman of governors, Leonard Hayton, wrote to all the other governors outlining his plans for a commission of inquiry "to discover what is needed from education in our area and to discover what is needed to provide that education in terms of money, resources and expertise."

Commission of inquiry? Now that could be like poking your head into a hornet's nest – and it would be a brave head who would agree to that. But knowing that this was a genuine fact-finding mission from supportive and interested governors, headteacher David Tipping was in full agreement. (Subsequently David Tipping was seconded for two years – nothing to do with the inquiry – and Arthur Capstick, who also wholeheartedly supports the inquiry, became acting head.)

In May 1986 the commission got under way. A steering committee was formed, and separate subcommittees, with wide powers of co-optation, were to investigate teachers, pupils, parents, employers, the curriculum, finance, buildings and communication.

Local adviser Rod Champion, who was co-opted by the "teachers' subcommittee, describes the authority's reaction at this stage as "cautiously supportive because it was a new thing and there appeared to be possible dangers."

Early anticipation of the statutory requirement to disclose finances and partly because it is sometimes the way of committees, the finance committee "faded away". Buildings and communications were taken over by The Lakes School Association, which has close links with the governing body and was already involved with both these issues. And communications became the concern of all the other subcommittees anyway.

The curriculum group attached itself to an existing staff working party involved with curriculum planning and timetabling. The remaining

## Outsiders looking in

A governing body's search for the common goals of schooling has forged a new sense of partnership, Paul Harrison reports

groups set about producing questionnaires.

The 55-item pupil questionnaire was sprung without notice on all the children one morning. Questions ranged from the objective: "How far do you have to travel to school?" to the subjective: "What things do you most dislike about school?"

The parents' questionnaire was concerned mainly with opinions on old chestnuts like school uniform, homework and discipline, and also on contemporary issues such as competitiveness in sport, the continental day and the GCSE.

More than 100 employers from local industries (which are predominantly light, service or tourist) were invited to an "Education for Employment" meeting when every department of the school put on a display of work and employers were invited to complete questionnaires about their requirements of school-leavers.

The teachers' questionnaire was an adaptation of the Schools' Council GRIDS (Guidelines for Review and Internal Development in Schools), which elicits opinions about strengths and weaknesses of a school. The adaptation included questions about job-satisfaction, how the school could help with career prospects, and opinions on staff appraisal.

But wouldn't such an inquiry risk provoking anxiety and stirring up otherwise calm waters of The Lakes? "That was a concern which I felt," said Arthur Capstick. "The very name inquiry is an unfortunate title because it looks as if there is something that needs to be unearthed. We needed as far as possible to explain to the community why we were doing it and what the background was."

And they did this with a press release and a letter accompanying the parents' questionnaire emphasizing the governors' satisfaction with the school but expressing their need for information.

People welcomed the opportunity to have their views heard. Several parents said that it was about time this sort of thing was done. Sixth-former Mark Benson said his parents' reaction was: "Brilliant. Now we can really tell them what we think."

And the pupils were enthusiastic about the whole idea of being able to express opinions anonymously, and that every pupil's opinion would have equal weighting. Said Mark Benson: "You knew what you said would have an effect. It wasn't just you at a meeting or talking to a tutor."

Third-former David Smithurst already reckoned: "You knew they were going to take some notice of the questionnaires or they wouldn't have taken the time and trouble to get it together."

Arthur Capstick spoke of the staff questionnaire: "There was a fair amount of disillusionment nationally as well as here with staff feeling that they wanted to state a case and have their views heard but not having had the opportunity for that to happen effectively before because of the dispute. They saw this as a good opportunity."

"When we got the first batch of questionnaires back," said Jenny Borer, "we looked at them with fear and trepidation. What were we going to find out from this lot?" They need not have worried. "As results were analysed," said Jenny, "your heart lifted as you realized that more things were right than wrong."

Questionnaire analysis was a mammoth task particularly when questions had been qualitative and open-ended. And some questions, with hindsight, appeared ambiguous or leading, rendering interpretation of the answers difficult.

"Some children had a high old time with individual teachers' names," said Jenny Borer. "We had to be very circumspect." One teacher insisted on obliterating all personal references before handing the completed pupil questionnaires over.

Analysis of the pupils' questionnaire showed general support for the status quo. "No great mass revolt against any area of the school," according to Cynthia Thompson, chairman of governors. "We had to be very circumspect."

Third-years, predictably, thought discipline was too strict; sixth-formers, who are partially responsible for disciplining the latter, thought that it was too lax. Similarly, third-formers thought they had too much homework; sixth-formers thought it about right.

On the whole, they liked assemblies, particularly those led by pupils. They thought the most important part of an assembly was the notices.

The parents' questionnaire, which attracted responses from half those canvassed, threw up no surprises either. Most thought the emphasis on school uniform was about right, but a substantial minority wanted more.

Many wanted a public awards ceremony; 92 per cent thought competitiveness in academic achievement should be encouraged. "That upset me rather," said Cynthia Thompson who believes that "children should be encouraged to compete with themselves and not their neighbours."

An overwhelming majority of parents felt they were encouraged to approach the head or staff about problems relating to their children's schooling. And most pleasing to all the governors was that more than 90 per cent of the parents felt that their children were happy at school.

The response to the employers' questionnaire was a disappointing 21 per cent. But it did produce some surprising results. For example, when asked for the qualities they wanted in new employees, "good at working as part of a team" was ranked top, whereas the expected "accustomed to discipline" was ranked bottom. And they favoured a wide curriculum and employees with a broad range of knowledge.

Among the staff, 88 per cent completed a questionnaire. Areas that were felt to be strengths or weaknesses or in need of review included timetabling and the curriculum, management and decision-making procedures, resources and equipment, links with primary schools and support received from parents and governors.

Most members of staff were in favour of appraisal. And the majority indicated a worthwhile degree of job satisfaction.

Although the governors are now in the process of disseminating analyses of the questionnaires to all interested parties, action has already been effected.

Many of the changes now taking place in the school would have happened anyway. But, said Arthur Capstick: "The inquiry has brought certain issues into focus and given them an added urgency."

Actions which are a direct result of the inquiry include the creation of a new code of conduct for children. Not that their conduct was bad, but things needed to be clarified. Open-style management has been introduced where possible, and the emphasis in careers education is changing.

And the culmination of the curriculum committee's work will be a series of booklets for parents containing formal statements of aims, content, teaching method and mode of assessment of each department for each year group.

An informal awards/open evening has been introduced as a compromise for the parents' desire for a public awards ceremony. But what about the parents' expressed wish for more academic competition, I asked Cynthia Thompson. With a wry smile she said: "When I give that result I shall deliver a little homily first."

A great sense of pride radiates from everyone involved in the inquiry. All agree that it has all been worthwhile for the debate it has engendered, the insight into school life it has given governors, and the ability it has given them to support the school and argue the school's case from a sound factual base.

It has integrated governors into the school. Cynthia Thompson said: "If I walked into the staff-room previously, I felt like an outsider looking in. Now I feel part of the establishment."

And teacher Lola Hanson said: "I know now that I can go to any of the governors and talk because they are now educated and there is that trust. In the past I've had to explain what I was talking about."

But most of all it has brought the whole school together. As Cynthia Thompson says in her report on the inquiry: "It is easier now for each group to see the others as well intentioned partners working towards the common goal of good education, even where differences of opinion inevitably remain as to what this is or how it should be organized."



# Review

## Losing on points

Nineteenth-century ballerinas were frequently burnt alive onstage. Today's hazards are more subtle. Julia Pascal investigates

Ballet's popularity has never been higher. As usual this Christmas, little girls (and boys) will be treated to their first vision of the London Festival Ballet's *The Nutcracker* or the Royal Ballet's *Cinderella*. Although ballet classes are popular, most children drop out with adolescence and, for those who pursue a ballet career, only a tiny percentage will "make it". Apart from its hugely competitive element, there is an increasing problem of injury. Injury is a constant fear; it is also one of the most contentious issues in the dance world.

Classical ballet is an artificial discipline. It forces the body into unnatural turn-out; it obliges women to balance their weight on their toes and trains men to double as athletes, carrying their eight-stone partners mid-air and dazzling their audience with bravura jumps. Nineteenth-century ballerinas were frequently burnt alive onstage as gas lamps caught their filmy costumes. Today's hazards are more subtle.

Over the past two years *The Dancing Times* has been running regular injury features. Anorexia nervosa is one of the most frequently expressed worries; even *The Lancet* has been researching this troublesome area. The aesthetic demand for thin ballerinas has never been greater.

As classical ballet moves away from the tutu and towards a sleek, gymnastic, lyrical appearance, every spare pound is visible. Here is the contradiction. A dancer needs enormous energy reserves to accommodate the gruelling régime of training, rehearsal and performance — especially if touring. Naturally she must eat well (men rarely suffer this weight problem) but weight tends to settle on the average grown female around the hips, thighs and stomach. To most women, this is no great worry, but to the competitive dancer, it can mean the difference between star casting and remaining in the corps.

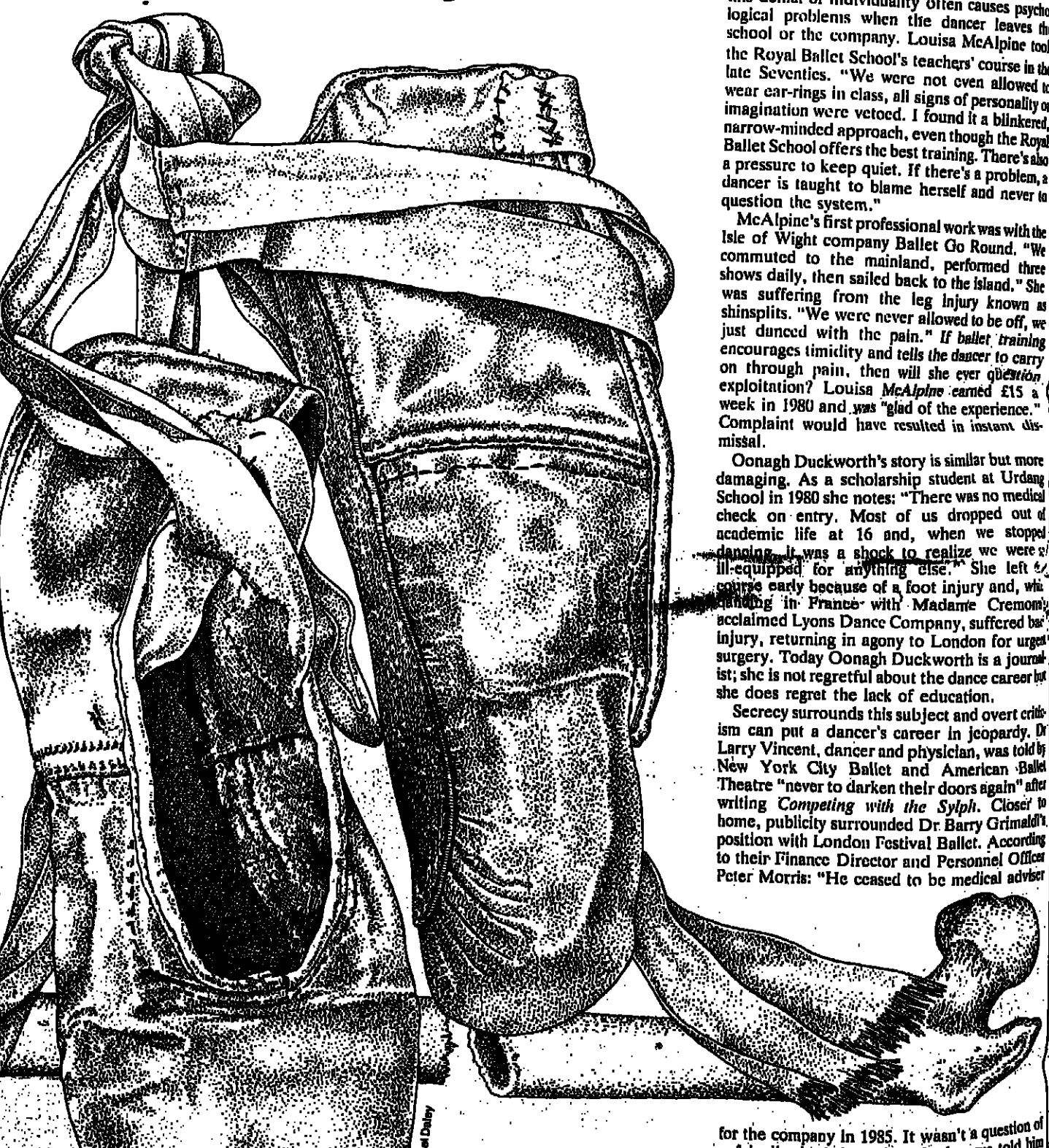
But the dilemma is not faced in dance schools: in fact it is rarely discussed. Surprisingly, there is no nutritionist at the Royal Ballet School. One former student told me of intense peer group pressure: "Other dancers would sit at your canteen table and encourage you to eat. You realized that their interest was not exactly benevolent." Often the ballet student diets in order to achieve "the right shape". It's not just a female neurosis but a true reading of the career situation.

Anorexia does occur, often coupled with bulimia. The anorexia/bulimic cycle can, according to Dr Pearson of St Bartholomew's, "cause severe hormonal problems. It can also lead to bone thinning in later life". Gelsey Kirkland

remembers George Balanchine telling her he wanted "to see her bones". Choreographers' demands are in complete opposition to medical advice. In between is the dancer.

Touling is also a major problem. Arts funding cutbacks mean a punishing schedule usually of eight performances a week, often on unsuitable floors. The ballet company visiting an old people's home, school or community centre may bring unexpected pleasure to the audience, but concrete or unyielding floors increase the dancers' chance of fracture. Injuries are often associated with fatigue; the body needs time to repair itself. Long journeys, no understudies, poor conditions and late food all contribute to damage.

The most common injuries are degeneration of the knee (caused by forcing the turn out), hip injury, tendinitis, stress fractures and arthritis of the big toe. There is also evidence of early hip replacement being carried out on 40-year-old dancers. As ballet becomes more athletic, the increased physical demands breaks the boundaries of choreography. British ballet is looking seriously over both shoulders. Russian trained dancers are far more athletic technicians and their teaching methods are jealously guarded. Unlike British children, who arrive at the Royal Ballet



School with differing levels of ability, Russian children are selected from all over the USSR and trained together. Consequently no bad habits are learnt in local schools and a rigorous standard can be inaugurated much earlier.

In America, Balanchine-trained dancers also outmatch Royal Ballet technique. British ballet is beginning to look stale, the glow of the Paganini Nureyev years has long faded. Is there something basically wrong with British training? The Royal Ballet School discourages journalistic probing. Former Royal Ballet ballerina Brenda Leat, who has a counselling at the London Contemporary Dance School, but I wish we'd had one at the Royal Ballet. I think a counsellor can fit the role of mother/teacher. She can make sure the student really does want to make a ballet career. Sometimes anorexia is an unconscious protest against being forced into the posthouse ballet

A frequently-voiced criticism of Royal Ballet School training is its stress on uniformity. The suppression of the personality is encouraged to create a disciplined corps de ballet member, but this denial of individuality often causes psychological problems when the dancer leaves the school or the company. Louise McAlpine took the Royal Ballet School's teachers' course in the late Seventies. "We were not even allowed to wear ear-rings in class, all signs of personality or imagination were vetoed. I found it a blinkered, narrow-minded approach, even though the Royal Ballet School offers the best training. There's also a pressure to keep quiet. If there's a problem, a dancer is taught to blame herself and never to question the system."

McAlpine's first professional work was with the Isle of Wight company Ballet Go Round. "We commuted to the mainland, performed three shows daily, then sailed back to the island." She was suffering from the leg injury known as shinsplints. "We were never allowed to be off, we just danced with the pain." If ballet training encourages timidity and tells the dancer to carry on through pain, then will she ever question exploitation? Louise McAlpine earned £15 a week in 1980 and was "glad of the experience." Complaint would have resulted in instant dismissal.

Oonagh Duckworth's story is similar but more damaging. As a scholarship student at Urdang School in 1980 she notes: "There was no medical check on entry. Most of us dropped out of academic life at 16 and, when we stopped dancing, it was a shock to realize we were ill-equipped for anything else." She left to go to France with Madame Cremo, who had been in Lyons Dance Company, suffered bar surgery, returning in agony to London for urgent surgery. Today Oonagh Duckworth is a journalist; she is not regretful about the dance career but she does regret the lack of education.

Secrecy surrounds this subject and overt criticism can put a dancer's career in jeopardy. Dr Larry Vincent, dancer and physician, was told by New York City Ballet and American Ballet Theatre "never to darken their doors again" after writing *Competing with the Syphilis*. Close to home, publicity surrounded Dr Barry Grimaldi's position with London Festival Ballet. According to their Finance Director and Personnel Officer Peter Morris: "He ceased to be medical adviser

for the company in 1985. It wasn't a question of unfair dismissal, he objected when we told him that his services were no longer required."

Another prominent dance doctor who wants to be anonymous comments: "You can't tell ballet schools or companies that they're doing it wrong or, like the messenger in a Greek play, you get beheaded. The issue which worries me is that we all know that anorexic dancers are prone to bone damage, but if a doctor warns of this risk of crippling children in later life, the profession becomes hostile and closes ranks."

Orthopaedic surgeon Justin Howse, considered one of London's top injury specialists, runs a Dance Injury Clinic in Harley Street. Consultant to the Royal Ballet School, the Royal Academy of Dancing and the Bush Dance School, Mr Howse points out: "The high intake by privately-funded schools accepting children who are physically wrong for ballet is one of the most urgent problems." But throughout the profession there is still a cavalier attitude to a dancer's health. As Justin Howse says: "Dancers are a disposable commodity. If they were footballers, they'd be cherished, but a dancer is cheap and replaceable. Even top principals are worried about the situation, but don't know any who are secure enough to speak out."

Julia Pascal is dance critic at City Limits

## Aboard one ship

Michael Foot welcomes the daring leadership of Mikhail Gorbachev

Perestroika: New Thinking for our Country and the World. By Mikhail Gorbachev. Collins £12.95. 000 215 6601

On the same page of a Sunday newspaper which carried a subdued, slightly sour review by Norman Stone, Professor of History at Oxford, of Mikhail Gorbachev's book under the soporific invocation: "Looking for a different sort of Russia", I caught a glimpse of a neighbouring headline over a book about John Dryden: "A Daring Pilot in Extremity." I wish some obstreperous sub-editor had managed to switch the titles.

Mikhail Gorbachev himself might complain. He quickly moves in these pages to dismiss the idea that his series of initiatives in international affairs are provoked by his extreme distress at home. Such a conclusion, acted upon by some maniacs among the Republican Right in the United States, could soon condemn us all to perdition. Gorbachev wants to persuade us about the real reasons for his actions, and he does so with real candour. But of course he cannot allow his Perestroika to be construed as cowardice. If that happened, he might soon be toppled and we would all be heading back towards the abyss.

However, the daring, the statesmanship, the resilience, the imaginative grasp of the new leader of the

Soviet Union, his awareness, above all else, of the nuclear peril, are qualities which should be expressed in the highest terms. (How did Ronald Reagan's "evil empire" produce the phenomenon of Mikhail Gorbachev? That maybe is a topic for another day.) The great fact of the moment is that, against all the odds and prophecies and expectations, a new style of Soviet leader and leadership has emerged, and this book confirms how sensational, how world-historic, to use the old Marxist term, is the change.

Again and again, it must be stressed — one of the virtues of this book is that it does so — the domestic and the foreign implications of Perestroika are interlocked. If he was not seeking such mighty transformations at home, his foreign adventures would never be tolerated, and if he were to fail in his foreign initiatives... the thought should be too horrific even to contemplate.

If he were to fail, the experiment would not be repeated, and the world would be destined to eventual nuclear extermination — with the Russian people themselves condemned to an even earlier crucifixion, a return to a new Stalin era.

These dire warnings are in place: what Gorbachev portends, what he would de-personalize under the term of his title Perestroika, will shape our world as well as his. So we should read with interest what he writes. No Soviet

leader, at least since the days of Lenin and Trotsky, has written in such terms, with his own hand and from his own heart. We would be fools not to listen to every nuance.

One part of the story concerns his campaign in domestic affairs. "Today", he says, "it is as if we were going through a school of democracy again." He gives some vivid example of where the teaching is coming from — not least from his fellow citizens who bombard him with correspondence. Western readers would be unwise to dismiss these revelations as insignificant. What Gorbachev means by democracy is not what we mean; but nor is it the old, debased word which his predecessors employed. Gorbachev is fascinated by the thing, by its potency, by what it may do to shake the country he loves from its sloth. A second liberating Revolution is what he aspires to lead. If he could succeed, what a boon it would be for all mankind.

Yet he knows, as every sane man and woman the world over should know, that the condition for success is the one that concerns us all: the ending of the arms race. Sometimes he is content to set out the case coolly and persuasively. "Let me just note once again", he writes at one point, "that at all its stages the Soviet Union has been the party catching up." The argument is not easily contestable, and this book would have its value as a direct, honest statement of the Soviet case.



But it is more and much more, for Mikhail Gorbachev is a man of passion. More perhaps than any other world leader in the nuclear age, he is stirred by the combined spectacle of the perversion of science and what could be its consequences for the whole human race. Some American Presidents have spoken in these terms, usually when they are leaving office, better late than never. Dwight Eisenhower did so in his farewell speech when he unmasked the industrial-military complex. Jimmy Carter did the same. Winston Churchill did so too in his very last speech in the House of Commons, after the death of Stalin, when he believed that the West, not the Kremlin, was blocking the path forward.

Mikhail Gorbachev has written this book in order to speak to the world on this greatest of all themes. Clausewitz's theories of war, he says, are now consigned to the dustbin or to the libraries. We can make an end of "the inflated role played by militarists in politics". Then again and again: "For the first time in history", he reiterates, such a responsibility has rested on the shoulders of the world's leaders and

their peoples. He has no doubt about the supreme objective: "a nuclear-free, non-violent world." And again, "We are all passengers aboard one ship, the Earth, and we must not allow it to be wrecked. There will be no second Noah's Ark."

How pleasant it would be to record that our own Prime Minister, responding in proper terms at one of her lengthy meetings with him, had sought to keep the debate on this level. Alas, she showed no capacity to do so, made no such attempt. He must have tried again, patiently, as others have sought to do, in similar, if less momentous, confrontations. At last he was compelled, as the book records, to remind her that her policies — pursued in plain defiance of solemn undertakings given by successive British Governments — would block the path to sane negotiations and invite a host of other countries to accept her deadly logic.

Perhaps this was just another reason which inspired him to write this book. I trust he handed her a signed, marked copy.

Michael Foot is MP for Blaenau, Gwent

## Art and graft

The Poorhouse Fugitives: Self-taught poets and poetry in Victorian Britain. By Brian Maltman. Carcanet £14.95. 0 85635 706 5.

Brian Maltman modestly calls this extensively annotated anthology of verse by self-taught Victorian artisans a "postscript" to Martha Vicinus's critical study *The Industrial Muse* (1974). In fact he has recovered for the modern reader something important that was lost, and has done so with a fine, discriminating judgment which makes his chosen poems as interesting to read for their faults as for their virtues. He describes a literature intriguingly poised between speech and print, between the anonymous street ballad and the literary lyric, between dialect and standard English.

The great mass of writing by what one might broadly term "working-class" Victorians is only now receiving proper attention. This book is a major contribution to that process. It prints work from the three main strands of artisan writing: the political, the local, and the self-consciously literary, which Maltman calls "Parnassian". Perhaps inevitably, cultural constraints meant most self-taught writers were more effective in the first two modes than in the third. Nevertheless, there is real poetry in this book, often in surprising places. From common themes and common failings, there emerge voices both individual and potent. Joseph Skipsay, Samuel Bamford, W.J. Linton and others deserve to be read for what they achieve as well as for what they intended. Skipsay, for instance, had the championship in his own day of D.G. Rossetti and in ours of Basil Bunting. His short "Get Up", is moving still, despite its misplaced archaism: "Get up!" the caller calls, "Get up!"

And in the dead of night, To win the balm for his bite and slip, I rise a weedy wight. My flannel-udden don't, thirce o'er. My brids are kies'd, and then I with a whistle quit the door. I may not ope again.

In all Maltman's authors, the urge to write was exceptionally strong. It had to be; to survive, the inevitable disappointments that awaited them. Established writers such as Dickens



Alexander Anderson engine driver and poet

might encourage them — might even, in the case of the cabinet-maker John Overs, supply a friendly preface — but the chances of literary success were small. Many ended up, as Dickens saw with dismay, "the very beggars of Literature". Those who, like Thomas Miller "the basket-maker", became professional authors, found themselves on a treadmill of hackwork.

In literary terms, Maltman rightly singles out the Spenserian "Purgatory of Suicides" Miller's childhood friend, Thomas Cooper the Chartist, as a major sustained achievement, and prints some representative stanzas. Cooper, who was partly the model for Kingsley's tailor-poet Alton Locke, records a crucial scene in his autobiography. In 1854 he was living in Stoke Newington, and one evening invited Thomas Miller to Meet Willie Thom: "We had a merry meeting, for there were a round dozen of us, and as Willie Thom mellowed he began to pour out his wondrous words of thought till Miller grew silent, kept the pipe in his mouth (we were all smoking that could smoke) and fixed his eyes on Thom in amazement; till he broke out with, 'Why the d— don't you write such talk?'"

Thom's *Rhymes and Recollections of a Hand-Loom Weaver* had been published to considerable acclaim 10 years before, and Maltman prints from it a "marvellously vigorous political satire, 'Whisperings for the Unwashed'. But it was Thom's lyrics, rather than such threatening verses as this, with its drumming chorus of "Rubadub, rubadub, row-dow-dow!", which were admired. Thom's acceptance into the literary world suborned his true talent. He published little else of real worth, but talked marvellously in drink, "archetype", writes Maltman, "of the self-taught, and self-destructive, poet."

Neil Philip

## Quality control

Teacher Appraisal: a practical guide. By E C Wragg. Macmillan. £3.95. 0 333 45707 2. *Teacher Appraisal in Practice*, Edited by S. Bunnell. Heinemann £9.95. 0 435 80160 0

We have not heard much about staff appraisal recently. The attitude of some unions and the volume of other Government initiatives in education have resulted in a temporary lull on this controversial front. But our conditions of service remind us that we are expected to participate in any arrangements within an agreed national framework for the appraisal of our performance as teachers, and the current wisdom seems to suggest that if schools and L.E.A.s do not take the initiative in this area, then the Government will. Two new books on this subject provide valuable insights and guidance to schools who are developing their own schemes.

Ted Wragg's book is about classroom observation. It is called *Teacher Appraisal: a practical guide*, but despite occasional nods in the direction of a wider view of appraisal, it is pastoral care, relationships with others such as fellow teachers and parents, the

book is mostly about giving teachers ways of looking at their own and other's teaching. And that is its strength. So much in the appraisal field, as evidenced by Stan Bunnell's *Teacher Appraisal in Practice*, seems to be concerned with interviewing, filling in self-assessment questionnaires, collecting responses from heads of departments, etc. while ducking the vital constituent of classroom observation. Not Ted. He is saying that the most important things about schools happen in classrooms with teachers teaching and children learning, and that the classroom should be the centre of any appraisal scheme.

He is of course supported in this by HMI. "Without classroom observation appraisal will lack real evidence of teaching skills and provide little that can be built upon to secure improvement" (HMI 1985), a quote that is used approvingly by Michael Marland in his excellent introductory article in *Teacher Appraisal in Practice*. Marland also notes our lack of a tradition of "acceptable and effective classroom observation". This is the very thing that Ted Wragg is trying to initiate in his book, which comes nearer than any other to providing schools with the necessary tools. It is clearly written by

someone who has colossal experience in the field; it is sensitive, thorough, readable, and, like all good teaching, emphasizes positive ways of evaluation that will lead to the growth and development of all parties in the process.

*Teacher Appraisal in Practice* is a collection of articles outlining four appraisal schemes in secondary schools, two in primary schools, one in a local authority and a final section on two different ways of appraising the headteacher, by Stan Bunnell, who edited the book. I must confess to finding "this is how we do it" books a little resistible, but it's all good stuff though inevitably repetitive. There is a limit to what can be said on the subject and perhaps the problem is that Michael Marland said most of it in the first 20 pages.

Take Ted Wragg's book, Michael Marland's article, and any one of the school appraisal schemes from Stan Bunnell's book and you have the basis of a good staff development programme. Both books correctly see appraisal as a means of improving practice and supporting the dissemination of good ideas, and both are full of suggestions as to how this can be achieved.

Patrick Eavis

## Who governs Britain?

British Politics and the Policy Process. By A G Jordan and J J Richardson. Unwin Hyman £8.95. 0 043 20186 5

Has the Thatcher revolution taken root or can it be described as a passing phenomenon similar to the enfeebled Reagan revolution in the United States? Is British politics, in spite of a radical Conservative Government, dominated by a policy process that in reality works against an adversarial style of politics, or to use the Prime Minister's phrase, against "conviction politics"?

*British Politics and the Policy Process* does not pander to the current orthodoxy that the political landscape has been altered fundamentally. Indeed, the authors argue that too much significance has been attributed to the traditional areas of political activity, parties and Parliament, and not enough to what they consider to be of profound importance, the "cycle" of policy involving an interrelationship between special interest groups, policy professionals and civil servants. Jordan

and Richardson continue their analysis by examining the findings of other political scientists. Notably they reject the view from both the left and the right that the political system suffers from a "crisis in legitimacy" or "overload".

Chapter Four is entitled "A Parliament: Adversary Confrontation and Consensus Organisation". In other words, Parliament may be the focus of interest and an apparent clash of interests, but decisions are made elsewhere. This is not a new argument, but the authors give it credence by describing the ritualization of Parliamentary confrontation and the attempts by the Executive to give Parliament as little information as is practical. There is an illuminating discussion of the views of a former MP and generally acknowledged pioneering Select Committee Chair, Christopher Price, on five devices ministers can use to avoid answering parliamentary questions, how an outright refusal to place a document in the House of Commons Library, which can serve as an obstacle to pressure groups and researchers,

do think, however, that Jordan and Richardson have acknowledged the greater potential of the 14 Select Committees set up in 1979. Some researchers, particularly Ian Marsh in 1986, have argued that the new Select Committees offer a possible model for trimming the power of the executive and affecting policy development and implementation.

In all areas of politics and the policy process, whether in the Cabinet, the bureaucracy, parties, or pressure groups, or within the arena of public expenditure, the interaction of the different participants creates the focus of decision-making. The authors conclude that Britain may be adjusting to being a post-industrial society by lowering expectations to more realistic levels: Whether the political process and therefore policy-making adjust to this different level of expectation is debatable. This is a thoroughly-researched book which tackles British politics and policy from a refreshingly different perspective.

Richard Evans



## BOOKS IN CLASS

## Struggling with evidence



## HISTORY

**The Great War 1914-18.** By David Evans. Hitler's Germany. By J F Aylett. Edward Arnold £2.75 each. 0 7131 7623 7. 7624 5.

**Modern America.** By C K Macdonald. Basil Blackwell £2.75. 0 631 90510 3.

**Roosevelt's America.** By John Traynor.

**The Arab-Israeli Conflict.** By S J Perkins.

**Women in World War I.** By Stuart Sillars. Macmillan £2.75 each. 0 333 42317 8. 42315 1.

**Women in Revolutionary Russia.** By Cathy Porter. Cambridge Educational £2.95. 0 521 31969 2.

**War Beyond Britain.** By Fiona Reynolds. Heinemann Educational £3.95. 0 435 31744 X.

**The Great Powers.** By Jim Cannon, Bill Clark and George Smuga. Oliver & Boyd £4.50. 0 05 014042 1.

There are representatives here of some of the best series going for GCSE. Edward Arnold's *Links*, the Blackwell History Project, and Macmillan's *History in Depth* are all long-standing and widely used topic book series. They're designed for use in class sets as supplementary to a mainstream course-book, providing more detailed information and more thorough source-work.

After a year of GCSE though,

struggling with evidence and empathy in addition to all the information we always had to contend with, the conviction grows that factual detail must be kept to a minimum. At the very least we have to make a clear distinction for candidates between data for storing and data which is disposable.

Some of what's in the topic books will come in the disposable category, interesting and useful though it is, if our candidates are not to become victims of overload. The information won't therefore get into their notes for learning, but who knows, they might remember it anyway. Certainly these series all attempt to find vivid and memorable sources and illustrations.

Each series has a house style and format, which users have become familiar with. *Links* achieves the near impossible by cutting the size of its photographs and other illustrations to, in some cases, a few centimetres square, and still maintaining clarity. *History in Depth* even goes to the questionable point of beginning the text in the right-hand column of the contents page. But both *History in Depth* and *The Great War 1914-18* have clear text and interesting exercises. The bulk of the written sources come in separate question and exercise sections.

In contrast, *History in Depth* and the Blackwell History Project incorporate sources into the text, using them to explain events. This approach has philosophical consistency with the aims of GCSE, but it sometimes makes narrative hard to grasp, since the question of bias and opinion comes in before readers have necessarily got their facts straight. Nevertheless, all these books are first class. *The Arab-Israeli Conflict* is sensitive to both Palestinians and Israelis, and while conveying the passion on both sides, presents the hard political facts as well. My only reservation is about the inclusion of the photograph of piled up bodies of Jewish victims of the Holocaust. *Hitler's Germany*, too, had a

photograph of a mounted human head presented by a gorilla to his wife. We are in danger of trivializing horror.

The two books on America will both go down well. Perhaps *Roosevelt's America* has more impact, concentrating as it does on a shorter period, and making excellent use of contemporary writing and song to convey the despair of the dustbowl and depression. *Modern America* shows the development of the USA from the First World War, through the Jazz Age, Prohibition and Hollywood, to McCarthyism, Kennedy, Civil Rights, Vietnam and Watergate. It's been an eventful century in America, and C K Macdonald's achievement is to encompass it in 64 pages.

The two books on women's history are welcome, though examining boards have still a way to go in recognizing this as an examinable area. Stuart Sillars must have entered the field warily, but he has written a sensitive account in *Women in World War I* of how perceptions of women and their own self-esteem changed almost overnight once they were needed in the world outside the home. There they suddenly are in the photographs, labouring, smiling, bearded, dandified and ready for anything. Cathy Porter seems to have found fewer photographs available for *Women in Revolutionary Russia*, though she makes good use of written sources. The role of women in the strikes and marches and demonstrations which sparked off the revolution has been too often ignored, as have also the tremendous advances made in the revolutionary period in women's rights. But while British women in the Twenties allowed themselves to be forced back into the domestic sphere, Russian women managed to cling on. *War Beyond Britain* is the first book of a quartet on the First World War. Its straightforward and simple style should succeed in getting less able candidates to read and understand sources in context. This end of the



## Battle ground

**The Divided Union: The Story of the American Civil War 1861-1865.** By Peter Barry and Peter Parish. Viking/Rainbird in association with Channel 4 £14.95. 0 670 81617 5.

If there is a single American professor of 19th-century history who was not invited to speak a piece to camera for the recent Channel 4 series which this book accompanies, he must be a lonely and aggrieved man - for many dozens of professors were.

This excessive fragmentation of the exposition of the background to the Civil War was one reason for irritation with the series. Another was the overall visual blandness: the horror and terror of Bull Run and Chancellorsville was certainly not evoked by lengthy footage of masses of accounts of historical society enthusiasts tramping lethargically around the battlefields in what were plainly enjoyable but low-key reconstructions.

This book, though, is a different matter. Unequivocally superior to the TV version, it is free from its clutter of garrulous academics but embodies much more essential detail. By the outbreak of the Civil War, there were no fewer than 3,000 photographers making a living in the US. Many of them went on to work as photographers, providing the public back home for the first time with pictures of the grisly realities of battlefield wounds and death. Some of the worst of these shots are reproduced here.

This is an admirably direct and sure-footed guide to the war, its origins and aftermath. But there are too few maps and diagrams: surely Gettysburg as the war's decisive battle - arguably the most important battle of the modern times - rated at least one simple battlefield graphic? M F

Further reviews in this week's Extra, pages 29-36

Jessica Saraga

Fashoda Crisis of 1898 are among the aspects of his topic illuminated with skill and discrimination. Nothing reveals more starkly the clash between Thirties and Eighties thinking than a Neville Chamberlain memorandum of 1937 (quoted by Overly) in which he lightly discusses the possibility of buying off Hitler or at least bribing him back to Geneva and the League of Nations.

They want Togoland and Kameruns. I am not quite sure where they stand about S. W. Africa, but they do not insist on Togo. If they can be given some reasonably equivalent territory on the West Coast, possibly to be carved out of Belgian Congo and Angola...

Thus, great gods of Africa are to be awarded or withheld as if they were so many chunks of cheese in an international ploughman's lunch. Incredible now - all too credible then.

For the rest, Gordon Martel skilfully traverses the much-trodden territory of First World War origins. The inclusion of a fullish text of the Austrian Ultimatum to Serbia is a good idea, making clear as it does the Serbian government's quite extraordinary degree of compliance to quite extraordinary demands. John W Mason weighs carefully but economically the multifarious factors contributing to the disintegration of the great Danubian Dual Monarchy. Last, in chronology but not in desert, Antony Wood provides a highly compressed but reliable summary of the main action of the Second World War. The supporting documents are few, but shrewdly and freshly chosen.

None of these nine brief books offers less than sterling value.

Martin Fagg

Two further titles are now available in Wayland's Documentary History series, designed to introduce students to research from primary sources. Gladstone and Disraeli by Patrick Rooker uses extracts from parliamentary debates, government reports, letters, newspapers, novels etc to explain their political struggle. Through the eyes of the two men, the scientific and literary and the military and political points of view. (Wayland £5.50 each.)

## Sit Comp

Competition No 101. Set by Scylla. It was supererogatory of me to say nonsense verse was allowed. What else could I expect? My mind has been ringing with the sounds of it for the last week (see Hazel Stanley's verses below and sing them to Beethoven's tune for Schiller). I began to wonder whether one of you actually wrote the immortal line *odo, odo kolyons eulymol* for The Footlights all those years ago (but are you all too young?) which I asked you to emulate and expand. All of you wrote nonsense of course, but as R Coates wrote, perhaps much of it was "a sound justification for Latin in the core curriculum".

I enjoyed this snatch of Horace from David Grantham: *trebor quam findus vim in nissan argos forte domestos, alititia prova. uhulux hygenal omega cortinal Ajax indeist.*

£5 to him, and Bob Thurlow for his "mins of ed": *Vtbe saxa R A Butler Lilo aertex cupinol: Aspro disprin Margaret Thatcher Iron jelloids bisodol: Earex heder Sir Keith Joseph Eno bronco bradosol: Blycremon lurex Kenneth Baker Cutex complex oxydall*

£5.00 too for A D Gibbons: *Non Ovaltine sed Listerine Ribena quam Bournvita: Propter Vim cum Maginix, Natrena ab Ryvita. Brolygell per Candarel, Electra ante Colston: Atque Spam and Durofix Et Spectra Brown and Polson*

Some of our readers may criticise the prosody of some of the winners, but for me it was the sound that mattered, the sheer joy, for instance, of Mary Holt's lines:

Oriel goddess, harp to me and fillofax me as thine own; My Kyvia thou my paragon...

No brasso flash, nor brobat brut he in domestos comfort seen, Nor Ajax' pyrex vigor put a flymo in the vase-line; In downie saxa let us lie dream topping as the world dreads by.

Bill Greenwell managed in his "Amplex-Omo Bisto?" to catch the modern Footlights style: *Mazdal Daz duraglit, marathon paxo-Mercury germolene, arams glaxo; Brutstrepill, electrolux-ski bic*

Macdulux mac duxor golath tanfastic? Twix anusol, anusol.

Key vesta ritzaudi, milupa crayola? Tac kittylit timotel benylin stolla; Sure mobil, sure persil, panache, Esso wells? Twix anusol, anusol.

As for Hazel Stanley, will the 9th ever sound the same? *Scrabble, bisto, over-ready: peposident, sanafogen; Draylon, hotpotnet, hoovermatic; leggo, gold flake, phostrogen; Atco, trade, oxa, dimplex; tesco*

ronson, polythene; Virol, coalite, billo, brass; kenwood, kangol, germolene. All-bran, aspro, mates, kleen-e-zee; ercol, woodbine, parlophone; Silvo, saxone, weights, nub-popples; bendix, valor, toberlone; Exilde, skylite, trex, hygena; matrilite, white horse, phurmalite; life buoy, fairy, lux, ribena; metro; persil, armalite.

£15 each for the last three. Competition No 103. Set by Chiarybda. In his "Letters from School" John Rake, the ineffable ex-headmaster of Walsgrave, writes of the courtesies, the higher principles, and the brack of the higher parties. At the end he declares that "Dinner parties, visits to the theatre, presents at Christmas, even holidays in the Spanish Villa are part of the scenario of a headmaster's life." Extracts please from the Diary of another imaginary contemporary headmaster, which reveals dedication to the things that really matter. Limit: 175 words. Closing date: December 22.

Just like Leonard Cohen in the Sixties, and Loudon Wainwright in the Seventies, Suzanne Vega is the crick of the Eighties. As Loudon himself says in his song about their fantasy encounter, she's a "cross between Edith Piaf and Little Red Riding Hood". She's had hits with songs about child abuse ("My Name is Luka") and chicken retelling ("Pancu Poultry"). Waiflike in black leather she summons up Bonjour Tristesse images. Between numbers on "Cracking" (up) and violent death in New York City she chats about Homer and summer holiday camp. As she sings, she is "Left of

## ARTS

## Television

## Working the system

investigative reporters with the cool of *The Marksman* and bluff like *A Perfect Spy*. Their universe has its own moral codes and may, through television, become as familiar to the rest of us as the fictional habitats of the hit man and the secret agent.

Of course, it is naughty, but is it more than that? Fascination with enterprise and cleverness breeds a cynical complicity with those who can operate the system to their advantage, which is quite distinct from a healthy cynicism about the system itself. Yes, Prime Minister (BBC2, from December 3) is no longer perceived as fantasy, barely as satire. Manipulative mandarins are funny because they confirm what we always suspected about the real workings of Whitehall democracy, but they disarm indignation, leave us admiring their superior skills and allow the makers of the programme to insist on its accuracy.

Robin Buss

## Bag of sweets

The Children's Theatre Association, which began its existence in 1983, has made a dramatic move forward recently with a little help from the Legal & General who have seconded a full-time executive, Brian Cramp, to act as their administrator for two years. This should bring about considerable expansion and development of CTA, which is an association of companies and individuals concerned with children's theatre work.

There is no doubt that children's theatre is an aspect of life which our society has largely consigned to the annexe. There is professional theatre for children at Christmas (much of it of doubtful suitability) but precious little to offer the child whose birthday falls in the summer months. Certainly there is a respectable body of work taken into schools (much of it directly descended from the two great pioneers, Brian Way and Caryl Jenner) but there could be much more. And though there are good companies (Unicorn, Polka, Upstream and others), nearly all are pitifully underfunded (the budgeting for children's theatre being undertaken rather in the same spirit as a bag of sweets in a family grocery bill). The vast majority are London-based, too.

There is a general feeling that the standard does not have to be all that high - that the children do not need the best actors, theatres and other facilities. This must be wrong. In film, mainly stemming from the genius of Walt Disney, they have been offered fully professional standards for many years. Children deserve the best: it is a declared aim of CTA that they should get it.

CTA has a number of other declared aims and objects, some of which are outward-looking and some inward: seeking greater recognition, support, funding, outlets, seeking to raise standards, to formulate criteria, to encourage equal opportunities for all.

Possible future events include a National Festival, training days, bursaries, travelling exhibitions and "Best Play" awards. Enquiries should be addressed to Brian Cramp, The Children's Theatre Association, 4 Enfield Road, London, N1 5AZ (01-254 3119).

Gerard Benson

## Have van

Speed Your Shuttle  
Mikron Theatre Company

In the cold season Mikron abandon their narrowboat for a more conventional mode of transport, the humble company van. With the minimum of props they aim to bring theatre to people who never make enquiries at a city box office. At present they are touring the South Pennines with a history play about some Yorkshire folk who find their hard-earned traditional skills are being usurped by technology. The Webber family are poor weavers; trading has made the Chabrids wealthy. A love match brings the two together in an attempt to dramatize the changing face of history.

It is of course an impossible task to polarize conflicting social phenomena

Judy Meewezen

## Hit and miss

Suzanne Vega.  
Wembley Arena, December 6.  
Loudon Wainwright III.  
London Palladium, November 10.

Just like Leonard Cohen in the Sixties, and Loudon Wainwright in the Seventies, Suzanne Vega is the crick of the Eighties. As Loudon himself says in his song about their fantasy encounter, she's a "cross between Edith Piaf and Little Red Riding Hood". She's had hits with songs about child abuse ("My Name is Luka") and chicken retelling ("Pancu Poultry"). Waiflike in black leather she summons up Bonjour Tristesse images. Between numbers on "Cracking" (up) and violent death in New York City she chats about Homer and summer holiday camp. As she sings, she is "Left of

Victoria Neumark

## Announcements

## 5th Hong Kong International Education Fair

countries represented  
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For enquiry contact: School & College Services  
1525 Star House, Salisbury Road, Hong Kong  
Phone 3-680093. Telex 54492 Fax 3-7218049

## CHILDREN'S LITERATURE

Tell Me A Story For Christmas.  
By Duncan Williamson.  
Canongate. £7.95.  
0862 41 1610.

These are lovely Christmas stories, as genuine as can be, for Duncan Williamson was still a traveller - a man without a home except what he could push or carry - when he first came my way, years ago. They were always called the tinkers and in older days they were welcome for their ability with mending and making, especially metal things. But there were plenty of tinkers who had no presents for Christmas and a cold, wet night of it. Maybe not now, but certainly when he was a child. But at least they had stories.

These have all got a different flavour, from most stories of magic and you can almost hear them being told. My only criticism of this well-produced book would be that I don't think the Scots words needed those wee footnotes - surely none of us, even in bright London, is so ignorant that we need to be told what a bairn is. What comes through is clearly spoken - told - and should read aloud well. But however it comes to you, it is spoken out of the kind heart of someone who was once a child with no Christmas cheer and who would want to think that his stories could mean as much to other children as his own father's meant to him when there was maybe nothing else to give, but at least his imagination was lit up like the best of Christmas trees.

Naomi Mitchison

## BOOK PUBLISHER

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Shoemaker's shop, from *A World of Change: Britain in the Early Modern Age 1450-1700* by Rosemary Kelly (Stanley Thorpe £4.25). Intended for 11-14-year-olds, this generously illustrated book links British history with contemporary events in Europe. It comes with a teacher's book and eight topic books whose subjects include the city of Oxford during the Civil War and the persecution of "witches". To be reviewed.

## Key documents

**Seminar Studies in History:** *Charlemagne*, by Edward Royle £2.95. 0 332 35569 9.

**The Dissolution of the Austro-Hungarian Empire 1867-1918.** By John W. Mason £2.95. 35393 9.

**The Origins of the First World War.** By Gordon Martel £2.95. 22382 2.

**The Origins of the Second World War.** By R J Overly £2.95. 35378 5.

**War in Europe 1939-45.** By Anthony Wood £2.95. 35455 2.

**Documents and Debates:** *The Scramble for Africa.* By Robin Brooke-Smith £2.95. 0 333 42491 3.

**The Origins of the Second World War.** By Victor Mallia-Milanes £3.95. 40881 0.

**Macmillan.** *Lancaster Pamphlets:* *The Second Reform Act.* By John K. Walton. Methuen £2.25. 0 416 37370 4.

**Cambridge Topics in History: *British Politics in the 1930s and 1940s.* By Paul Adelman. Cambridge University Press £3.95. 0 521 31729 0.**

"Our enemies are small fry. I saw them in Munich." Thus Hitler, addressing his Commanders-in-Chief on August 22, 1939, preparing them for the war he planned to launch just 10 days later. This speech is one of the key documents appended by Victor Mallia-Milanes to the final chapter of his succinct and telling account of Second World War origins. R J Overly includes a shorter extract from the same speech in his equally clear and incisive treatment of the same topic (though the translation he uses gives the even more contemptuous "Our enemies are little worms").

A resolve to let students see for themselves the original texts on which connective commentary is based and content reference to specific issues raised in these documents are salutary features of almost all these additions to well-established historical paperback series. The one exception, John K. Walton's pamphlet on the Second Reform Act, is the briefest of all. A crisp 30-page study, it takes a credible place beside the colleague Eric J. Evans's earlier contribution of the Great Reform Act of 1832.

All are new except Edward Royle's *Charlemagne*, a welcome second edition of the book first published in 1980. Here the choice of supporting documents is extremely evocative, ranging from the first draft of the "People's Charter" in 1838 to Ramsden Balfour's elegiac account, penned in 1900, of this "movement inspired by great ideals" which nevertheless, despite all its "devotion and self-sacrifice", petered out in such futility and disillusion. Equally generous and wide-ranging is the selection of papers, best-selling Paul Adelman's lively compact of "Thirties and Forties politics; The diary of the ineffable 'Chips' Channon, that human weather-vane veering gravely to every gust of House of Commons contribution.

Robin Brooke-Smith's sparkling compilation on the *Scramble for Africa* crams in without strain an amazing amount of pertinent documentation on a generally "looked back on" with both astonishment and distaste. The Zulu War of 1879, the British military occupation of Egypt in 1882 and the



## RESOURCES

## Literature leaps to life

Rachel Redford surveys the latest batch of books on tape for children

There are audio-tapes for everyone this Christmas. First, to provide hours of stimulating play for babies and parents, there's Playways: Musical Activities for Babies (Macdonald book and cassette £4.99 + VAT). It's 50 minutes of over 50 old and new action songs and sound play. The actions are illustrated in the 48-page book which contains all the words. A gift to last a whole childhood is *The Complete Adventures of Peter Rabbit* (Puffin Cover to Cover 70 mins £3.99). Warner book available separately). The timeless charm of four Beatrix Potter tales is captured by Rosemary Leach and enhanced by Carl Davis' specially composed music. Tremendously popular will be the four Brambley Hedge titles, *Spring Story*, *Summer Story*, *Autumn Story* and *Winter Story* (Tempo book and cassette £2.99), each cassette following the delightful Jill Burkle book word for word. Each has a tale suited to the season: the country mouse wedding amongst the honeysuckle and the dog roses, or the Grand Snow Ball with its huge feast and the mice whirling as the violins play. Stories from Pippi Longstocking (Tellastory 60 mins £2.99) are refreshing listening. Astrid Lindgren's young Pippi with her bright orange pigtails and odd clothes lives all alone in Vilkulka Cottage with a horse and a monkey. She's delightfully eccentric and does exactly as she pleases.

Rupert and the Frog Song is a Christmas bargain (Pickwick book and cassette £1.99). The glossy 40-page Ladybird book contains the story, lots of pictures and the music. The tape follows the word with sound effects interwoven with Paul McCartney's catchy song. On Well Loved Carols (Pickwick book and cassette 56 mins £1.99), 19 carols are traditionally sung by Cathedral choirs and the fully



David Copperfield

illustrated Ladybird book contains all the words. The Snowman (Tempo book and cassette £2.99) is another tale for the Christmas stocking. The story was written by Howard Blake, who wrote the film music and includes the hit theme 'Walking in the Air'. The book is the sequence of magical Raymond Briggs pictures. There is plenty of excellent, newly-released unabridged fiction to choose from. K. M. Peyton's *Froggott's Revenge*, read by Nigel Anthony (Puffin Cover to Cover, two cassettes £6.99), is a heartening story with a serious theme. Denny Froggett is very small for his age and bullies persecute him. After Denny befriends a huge, lost mastiff, it's Wayne who's reduced to terror-stricken pleading. Penelope Lively's *The Ghost of Thomas Kempe*, read by Rosalind Adams, lasts over 4½ hours (Cover to

Cover three cassettes £8.65 + VAT). Ten-year-old James's life in his family's renovated cottage is dogged by humorous but increasingly sinister 'accidents' for which he's blamed. Slowly, the old sorcerer Thomas Kempe, who had once lived in the cottage, makes himself known. Sheila Lavelle's *The Fled Next Door* (Chivers, two cassettes £8.65 + VAT) is read by Judy Bennett. It's full of funny but exasperating tricks which Angela, Charlie's irrepressible friend next door, is always playing on her. She persuades Charlie that her aunt's baby is really one she's stolen from outside a supermarket and dupes her into rolling down the hill in a 'borrowed' milk float. Some titles for older children include Betsy Byars' *Cracker Jackson* (Chivers, three cassettes £11.25 + VAT). Read by Kerry Shale, it is an example of the good American fiction now available on cassette. *Ann* used to be Cracker's favourite babysitter, but now she's a pathetic young victim of a wife-bashing husband, trying to protect her adored baby. Cracker's attempts to help her escape are full of increasing danger. It's gritty and thought-provoking.

Nicholas Frisk's *Trillions*, read by Steve Hodson (Cover to Cover 3 cassettes £8.65 + VAT), also raises deep issues. The threat of nuclear war is explored through the story of Scot and Ben's efforts to protect their village from General Hartman's ruthless attempts to destroy the Trillions, the masses of tiny, hard things which have suddenly appeared. The community in Janni Howker's *The Nature of the Beast* (Chivers, three cassettes £11.25 + VAT) is depressed because the closure of the mill will bring yet more unemployment. Billy's life with his quarrelling father and grandfather is grim. The beast roving the moors and killing livestock symbolizes the misery. Billy decides to kill it. His tense mission clarifies Billy's troubled mind.

Books for 'Pleasure' titles are abridged, but with two to three hours' playing time, they make fully developed stories. Some benefit, like *The*

*Secret Garden*, beautifully and warmly read by Gwen Watford. Robert Powell's reading of *The Day of the Trillids* is powerful. Following the television adaptation, the lively new release *My Family and Other Animals* will be popular (All Listen for Pleasure, two cassettes £4.99). Why not give study aid cassettes to students of all ages this Christmas? *The Living Literature Shakespeare Series* has 11 titles covering 10 different plays – each one scholarly, packed with information and discussion, and yet easily assimilated (Cromwell Audio Revision £3.99 each). Ideal for the child being educated at home, or keen to master spoken and written French, there are four carefully structured learning cassettes. Accompanying comprehensive pamphlets set out the vocabulary and grammatical structures used on the tapes. An *English Child in France* is for any child visiting France; *Make Sentences in French 1 and 2* and *Sentences in French 2* go up to a high GCSE standard and *Tues in Tuna Fish* is for nine to 11-year-olds (£5.99 each, Hazel Beuret).

Gifts to give lasting family pleasure – and help the teenage children with their coursework – are the elegantly packaged *Eloquent Reels*. They're skillfully abridged and have professional narrators. Richard Baker reading *Far from the Madding Crowd* and Andrew Sachs reading *Wuthering Heights* are two of the five initially released (*Eloquent Reels*, four cassettes, six hours £12.95). Hamlyn's *Books on Tape* have 18 varied titles on the launch list, including classics like Simon Callow reading *David Copperfield*. Most titles are bestsellers like James Herbert's *The Fog* read by Christopher Lee, a tremendously popular writer with adolescent boys (Hamlyn, two cassettes 2½ to 3½ hours £4.99). The newest addition to the unabridged classics from Cover to Cover is *A Tale of Two Cities* read by Richard Pasco. (Cover to Cover 12 cassettes 14½ hours £28.50 + VAT). It's another listening experience to add to this company's superlative range.



Rupert and Frog

*French Classics from Hazel Beuret, 72 Manor Farm Road, Burslem Park, Southamption, Hants SO2 4NQ. Cromwell Audio Revision Ltd, 20 Raymond Avenue, Loughborough, Leicestershire LE11 0YW. Eloquent Reels, Altham, Castle Cary, Somerset BA4 6PZ. Chivers, 93-100 Lockbrook Road, Bath BA1 3HB. Cover to Cover, Dene House, Lockridge, Marlborough, Wiltshire MA6 1LH. 3rd Floor, Greater London House, Hampstead Road, London NW1 7QX. Listen for Pleasure, 1-3 Uxbridge Road, Hayes, Middx UB4 0SY. Hamlyn, Sanders Lodge Estate, Rushmore, Northants NN10 9RZ. Tellastory, Bardle, Bliss Productions, 45 Warwick Gardens, London W14 6PQ. Pickwick, The Hyde Industrial Estate, London NW9. Tempo, 3 Standard Road, Park Royal Industrial Estate, London NW10. Cassettes are available mainly in stores, book, toy and record departments. In case of difficulty, write to: Heywood Promotions, 36 Wendell Road, London W12 9RS or Books for Students, Bird Road, Heathcote, Warwick.*

Peter Jeffrey reads selected stories from Rudyard Kipling's *The Jungle Book* on two Puffin Cover to Cover tapes, priced £6.95. An edition of the book illustrated by Michael Foreman is published by Viking. Kestrel.

## Online

Online TINS mailbox number YNK 086

THE MICROELECTRONICS Education Support Unit (MESU) has at last made contact with this column. It seems that incorrect British Telecom Gold mail reference files have prevented their letters from reaching me. The Mail Ref system allows Email users to address messages to someone's name or mnemonic, rather than an unmemorable box number. The trouble is that the system has no way of alerting you if you've done it wrong.

Email users should note that all the old MEP mailbox numbers have just changed too, so check before consigning MESU messages to electronic oblivion.

TO CATCH UP, then: it seems that a number of Education Support Grant (ESG) advisory teachers with a mathematics background are working with primary schools. In addition, many of the new information technology ESG advisory teachers have both mathematics and primary schooling as major interests. MESU rounded them up and set up working groups on areas such as the impact of a thematic approach and of IT on the development of the maths curriculum. Three types of topic were highlighted: specific mathematical themes, topics with strong mathematical content that would lead into other areas, and cross-curricular themes. MESU is developing materials and case studies to support each of these approaches.

MORE NEWS from MESU: a new National Information Base on micro-technology for teaching the visually disabled is being jointly funded by MESU and Warwickshire I.E.S. Based at Ehall Grange School in Coventry, it will support teachers of visually-handicapped young people. It is to collect and disseminate information to specialist teachers through I.E.S.s.

Official news: a new bill is said to supplement the information and support already provided by the Special Education Microelectronics Resource Centres (SEMERCs), but how will that work in practice? The SEMERCs have until March 1989 before they must be taken over by I.E.S.s or perish. The new project will run from January 1988 until March 1989. Good luck to the new project and all who work in the vital important area of special needs. But why can't the government see how wasteful short-term initiatives are in human resources? The overruns of starting and stopping a project are enormous, and early curfews defeat long-term planning.

THE WORLD Wildlife Fund, in conjunction with Citizen Europe (computer printer manufacturers), has sponsored *Pictures from Numbers*, a project to encourage young people to use mathematical processes to study environmental issues and report in computer printout. Schools were circulated last month, but if you missed it, there's still time to enter.

The project is endorsed by WWF Council member Julian Peltier, and the list of distinguished judges includes 14-year-old Ruth Lawrence, the 'renowned mathematical genius'. Prizes include computer equipment valued at £10,000 and the closing date is May 20. Request the Project Pack from Kate Brooks, World Wildlife Fund, Panda House, 11-13 Oakford Road, Godalming, Surrey GU7 1QU.

ISI-ASC is an information retrieval pack for secondary schools using BBC Micro (Model B/Master), with twin 80-track disc drives. Developed by the British Library and the MESU, it is available for research machines hardware and the recent BBC version has extra features and is easier to use.

Three sample databases are included, as well as the BP Educational Services electronic catalogue and a *Guide to Worked Examples*. All databases can be searched by up to four fields of variable length, using professional search techniques. A supporting video is available from the British Library, 2 Stratford Street, London W1V 4BT. The ISI-ASC pack costs £30 inclusive from BP Educational Services, PO Box 5, Weltherby, West Yorks LS23 7EH.

Jacquetta Megarry.

## COMPUTERS/IT



## On a treadmill

Ian Nash on IT spending

Kenneth Baker's prescription for curriculum change is 30 years out of date and conflicts with plans to promote information technology in schools, Richard Pothergill, director of the Council for Educational Technology, said last week. In a characteristically racy attack on the man who claims to have championed the cause of microcomputers in schools, he urged 200 I.E.S. advisers and teachers at a conference in Doncaster on the Education Support Grant proposals not to let themselves be dictated to by politicians.

While IT was breaking down subject barriers, Mr Baker was pressing for reforms which would emphasise subject domains, he said. Future software, which we ought to be investing more money in, would be 'totally interdisciplinary'. He continued: 'It is not a separate discipline but a support system supplying communications, information and control for all subjects.' Rather than stressing single subjects such as chemistry and history, the curriculum should address five broad areas of study – literacy, numeracy, information, communications and technology. 'We have to think about the curriculum for the next decade.'

Rejecting the proposals in the Education Reform Bill, he said politicians had soundly lost the educational arguments. 'Undoubtedly they will win the political argument but that does not mean the professionals should give up trying to reshape the curriculum and how IT will fit in.'

The national curriculum was not the only aspect of the Bill to cause difficulties for I.E.S. advisers at the conference and exhibition to be held at the end of the five-year ESG plan which was organized by RESOURCE, an I.E.S.-sponsored IT development group. Proposals for schools opting out are proving problematic for many finalizing their strategy statements, which must be with the Department of Education and Science this month if I.E.S.s are to qualify for ESG support.

Those considering pilot schemes in selected schools as a way of concentrating resources are worried that such schools will opt out just when the authority is about to reap the benefits. As one adviser said: 'It is like building up an industry at the cost of the state only to have it privatized.'

Most I.E.S.s thought they had enough to worry about when it came to meeting the DES criteria. But the Bill has thrown up innumerable, as yet unanswered, questions. No one was able to advise I.E.S.s on the Bill's implications for the National Education Resource and Information Service, Interactive Video in Schools and CET's exploration of compact disc and satellite technology to keep Britain to the fore.

Many advisers at the conference expressed the view that they would like the innovators locked away for two years to allow schools to consolidate their use of existing technology; but, plainly, that will not happen. Mr Lewis reminded those who felt the demands on them were too unwieldy that 'the ESG is a five-year plan, it does not have to be achieved in one.'

including £10.5 million for advisory teachers, £8.5 million for hardware, £4.8 million GRIST money, as well as funding for the CET and the Microelectronics Education Support Unit, plus continuing DTI software initiatives. Surveys show that I.E.S. funding will at least match this total.

More than 500 IT advisory teachers will be funded through the ESG and their training will start with two weeks' residential training courses organized by the MESU with a £300,000 grant from central government.

Fears of government domination of initiatives through the MESU were considerably allayed by the unit's deputy director in charge of curriculum, Mr Ralph Tabberer: 'I can assure authorities that there will be considerable flexibility. We will not be dictating the law.' Some I.E.S.s wanted the new advisory teachers trained from scratch, others would want reinforcement of already developing practices. 'In preparation, we have therefore organized six seminars for next term. Advice is also being sought from the subject associations. These seminars will shape the regional residential courses as far as possible to satisfy individual needs.' General courses next July will be followed by specialist (including primary) courses in September. Mr Tabberer also promised that he would press the government to fund follow-up training and assured existing advisers and advisory teachers that as soon as possible they would be drawn into the initiative.

Mr Lewis admitted that I.E.S.s faced difficult choices in having to spell out their IT curriculum aims, while considering costs and compatibility of hardware. While the DES criteria encouraged diversification, it was clear that I.E.S.s were keen to avoid too many systems.

Apple Computers made a sizeable showing at the exhibition; Amstrad were also present on many exhibitors' stands. But, perhaps predictably, the RM Nimbus and Acorn Archimedes ranges dominated. 'Almost without exception, I.E.S.s are taking into account and thinking about compatibility with existing hardware and not branching very far from that, except to ensure that machines give adequate power for new curriculum purposes,' said Mr Lewis. He accepted that 'there is something of a danger that if you do that then we will stop thinking about future developments.' But such developments were expensive if not cost-prohibitive for local initiatives and he expected projects such as the DTI-funded National Education Resource and Information Service, Interactive Video in Schools and CET's exploration of compact disc and satellite technology to keep Britain to the fore.

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DATA PROTECTION ACT  
This week: codes of practice

## Working model

The general principles of the Data Protection Act can at times be difficult to relate to the everyday reality of computing in a school or college, but the Registrar is currently working with a number of representative bodies towards providing more practical guidance. In the educational field, codes have already been published for higher education institutions, and guidance for local education authorities, schools and colleges is being prepared under the auspices of the Local Authorities Management Services and Computer Committee (LAMASC). Individual Data Users are also issuing detailed guidance about specific uses of personal data and/or computer systems.

Computers are increasingly used in schools and colleges for teaching and support work, and staff controlling or supervising this need to be aware of the implications. Any processing of personal data involved in the project will need to be covered by one of the Data User's register entries. Since it may be difficult to predict what sort of data might be held, there are practical difficulties in ensuring that these entries are up-to-date. This is nevertheless a legal obligation, and staff should find out how the I.E.S. or school has arranged to cover them, and then ensure that any new projects or teaching packages only process data within the relevant descriptions. Even seemingly innocuous projects such as surveys of holiday times or ethnic origins of the local community could be sensitive if they fell into the wrong hands.

All the principles must therefore be addressed, including appropriate security and access control. If pupils' home computers, for example, are used in connection with classroom projects, this requires particular attention to security. The school or I.E.S. should have an established policy on the use of home computers.

The use of computers by parent teacher associations is another area of concern. Records may be kept on the school's computers or on an individual member's home micro, but as long as the personal data are only about members of the association, and provided that all members have been informed about the computerized record keeping and have not objected, the PTA may be exempt from registering as a Data User. However, if either of these conditions is not met, the association will have to register.

The Registrar is there to act as an ombudsman to deal with individuals' grievances. A range of publications about the Act are available free of charge, and a special teachers' pack has been put together to support the Registrar's enquiry service on 0625 535777. A simple leaflet 'Are you in on the Act?' can also be obtained from local libraries and citizen's advice bureaux. Any enquiries should be addressed to the Registrar's service or your own I.E.S.' or school's Data Protection Officer.

Nigel Waters

Nigel Waters is the Assistant Data Protection Registrar.

This is the last of four articles

## Official

Fourth and fifth year pupils of Penistone School, near Dudley, will be able to use a new model office, funded with a £5,000 grant from the Department of Trade and Industry.

Use of the office will be an integral part of the school's 10-week 'Industrial Awareness' module which has formed a core subject in the curriculum for fourth and fifth year pupils since 1984. Its equipment includes the Gem Desktop Publisher, external telephone line with approved British Telecom Modem, Amstrad 20 megabyte colour system, and Gem Graphics Environment Manager. It will be used by pupils on a number of industrial liaison projects already in progress with local companies, but the main thrust of work will be to produce a timely newsletter/fact sheet for local industry, updating companies on all local enterprise schemes. It is also envisaged that the office will provide services such as publicity design for some of these small new companies.

Ann Fitzgerald

Low cost CAD systems available on Wang, IBM and Dec equipment.

Typical CAD hardware and software system comprising:

Hardware: Wang 2200 MVP with 2 terminals, hard disk storage, Floppy drive, Calcomp 880 A0 plotter, Calcomp 800 series A0 digitizer, Tektronix 4054 (4096 x 3150) screen.

Software: Interactive CAD software for surveying, highway and drainage design, surface modelling, graphics and digital mapping. £9,000.00 plus VAT or near offer for system as listed. For other system prices or further information contact J.T. Cieslewicz, Northampton (0604) 31137.

THE TIMES  
Could do better

Academic institutions produce the scientists of the future, and a campaigning series in *The Times* has already brought a response from politicians, industrialists and educationists towards the vital need for more and better research and development. Next week *The Times* reports on progress so far and shows why further action is urgently needed.



... and regularly in *The Times*, Bernard Levin on the way we live now, Irving Wardle at the theatre, Frances Gibb on the law, John Clare on education, Jane MacQuitty on wine, Peter Ackroyd on books, Barbara Amiel's viewpoint, Paul Griffiths on music, John Woodcock on cricket, Philip Howard on words, the humour of Mel Calman and Barry Fantoni, the unique *Times* crossword ... and much more

## THE TIMES

A lion among paper tigers (25p)

People at Worship  
"The Orthodox Liturgy" £9.70 + VAT; "A Hindu Wedding" £9.70 + VAT; "The Hindu Temple and its Symbols" £10.50 + VAT.  
Each pack contains 24 slides and teachers' notes.  
The Slide Centre Ltd, Ilton, Ilminster, Somerset TA19 9HS.  
Indian Dances: *The Meaning of Yogi* £4.40 + VAT.  
Pictorial Charts Educational Trust, 27 Kirchen Road, London W13 0UD.

*The Orthodox Liturgy* leads itself to colour photography and while one or two pictures in this set from the Slide Centre appear static or rather posed, they are clear, interesting and well photographed. The notes on the Liturgy are incredibly detailed, giving more information than most teachers would require. They also contain a very useful glossary of terms which, surprisingly, is not included in the two Hindu sets, as well as an increasing amount of spelling, pronunciation etc.

*Grace* (which may not be a good thing) it is still helpful for teachers and students to have a glossary of terms close at hand.

*A Hindu Wedding* is equally colourful and carefully supported by complete notes. Because it is a more easily identified ritual than the Orthodox Liturgy it may be more useful for teachers at GCSE level. An interesting project for students would be to evaluate the slides; the Orthodox Liturgy has a more complex theological structure for the student to grasp – in theory at least. The notes are again detailed, capturing some of the joy, happiness and tension of a marriage service. It is not enough just to know the meaning and purpose of the ritual.

Of the three slide sets *The Hindu Temple and its Symbols* is perhaps the most disappointing, though the text is faultless. So often pictures of buildings, especially religious ones, have no

life, because there are very few people, and this set is less interesting because of that. Nevertheless, each detail is carefully and clearly explained. Another helpful set for students at GCSE, with all the slides taken in British temples, it lacks the magic of the other two.

*Indian Dance* is the latest collection of posters from the excellent Pictorial Charts Educational Trust. Again here are good notes which may be photocopied for class use and which cross-refer to other collections for follow-up. Posters are often sadly understated; there are many excellent ones. This is in small group work. Perhaps this is because of their relative fragility and short life span. A collection like *Indian Dance* opens up the beauty, grace and significance of an Indian tradition which can be too readily ignored.

Alan Brown

## Next week

Victoria Neumark presents a round-up of Christmas activities in the museums.



MEDIA

# Geraldine Hackett reports on a sponsored INSET initiative from the BBC

## In training

**B**BC Education's first venture in recent years into programme aimed at teacher training will be screened next year. The series, intended to provide school-based training, is unique in the BBC Schools output in that the lion's share of funding has come from the Department of Education and Science, the Manpower Services Commission and the Department of Trade and Industry.

At the series launch on Tuesday, Eirion Gwynne Jones, controller of educational broadcasting, said the BBC had sought a partnership for making the programmes because the corporation was not able to expand the schools' education budget.

To some extent, the programmes reflect the interests of their sponsors. The DES provided money under its budget for shortage subjects for two units aimed at teachers of science and mathematics. The MSC provided £160,000 for the unit on TVE1 and the All Saints Educational Trust provided funding for one programme on GCSE home economics.

The intention behind the series is to provide discussion among groups of teachers about how to promote learning. While much of it is filmed in schools, the cameras are not attempting to capture good classroom practice, but to focus on events that will encourage teachers to discuss and review their teaching. All schools and local authorities will be provided with detailed teachers' notes.

As part of the science series, the producer, Michael Coyle, set out to discover the ways in which students have already formed their own ideas about scientific phenomena, such as the transmission of heat and light. In the clip shown at the launch, one pupil

discusses why light passing through a red filter emerges as red light and confidently explains that the light has been dyed in the process of passing through the filter. A clip from a maths programme shows a teacher explaining weight to one pupil and suddenly realizing the child doesn't understand the word "heavier". David Scott Cowan, who produced the maths unit, said the series was aimed at teaching people about communication and inter-personal relationships.

The science and maths units, in particular, are expected to be a help to teachers struggling in subjects for which they have no specialist qualification. Mike Richards, a DES official, said the Government was succeeding in increasing the number of teachers training in science and mathematics, but these programmes would provide an additional resource to help local authorities cope with shortages of science teachers.

The TVE1 units attempt to reflect the diversity of projects across the country. One programme focuses on the different approaches in two schools to the same module on biotechnology. Another illustrates a French language project undertaken under the scheme. BBC Education expects to provide further teacher training programmes, though the provision will also depend on their ability to attract external funding. For the present series Dr Gwynne Jones said they had approached the DES for cash and it had been "a happy coincidence" that the department had been able to make it available from its shortage subject budget.

The first series, *Secondary Science*, starts on January 12 on BBC 2 at 9.20am.



## Kids' Oz

Catherine Benson goes down under

The Australia Project  
Radio 4 VHF Monday December 14 to  
Friday December 18  
*Life in the Past* 11am; *Life Today*  
11.20am; *Books and Poetry* 11.40am

1988 is Australia's bicentenary year. 1787 saw men, women and children transported from known poverty and misery in Britain to face an uncertain future at Botany Bay. In fact Botany Bay proved to be unsuitable; they settled near Sydney Cove in 1788, and a new colony was founded.

"Sydney Cove Adventures" introduces *The Australia Project*, which consists of 15 programmes for junior and middle schools divided into three units: *Life in the Past*, *Life Today* and *Books and Poetry*. There are also

secondary school programmes linked to the bicentenary.

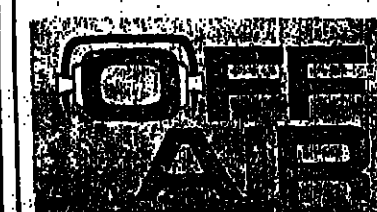
Many of the experiences offered by the series would be hard to find by any other means, so the teachers' handbook is a must. It clarifies points that are rather cloudy in the radio programmes themselves.

"Why did Ned Kelly capture the popular imagination? What were the Kelly family like? Were the newspapers biased against them?" are all questions raised for discussion in the handbook to "Ned Kelly", a programme from *Life in the Past*. Unwittingly, because of the mother's harsh voice, and lack of time to elaborate on circumstances leading to events, the programme itself presents more bias against the family than sympathy for them. It is often hard to follow, narration and dramatized scenes at times blending together, making it unclear who is talking. Much background on the conditions of poor settlers would need to be given before the programme in order to reap full value from discussion.

In "And We Called England Home", from the same unit, a brother and sister attend an Anzac Day parade and learn from their mother about their great-grandfather's experiences in World War I, their grandfather's in World War II and their father's in Vietnam. Narration, drama and flashback are used to explain Australia's shift in allegiance from Britain to the USA. However, the most interesting point made was that though the children's two grandfathers fought against each other in North Africa, today they live happily as part of one family. This, the programme seems to say, is true of Australia as a whole, that it is a great melting pot of cultures. The perceptive child might well ask, "What about the aborigines?"

The didgeridoo provides a dramatic start to "Dwellers on the Fringe", from the unit *Life Today*. I preferred the format of this programme - narration and dramatized scenes. Further resource material is the book *Kids' Oz*, subtitled, "An Introduction to Australia". It should certainly be used as such before presenting any of the radio programmes to the children. It has an attractive magazine format and is well illustrated in a variety of styles. The content provides examples of the culture, history and geography of Australia from historic times to the modern day, essential background to the series.

Information about the Australia Project and related resources can be obtained from the BBC Radio Shop, 1 Portland Place, London W1.



AFTER THE Channel 4 *Hothouse* children series about accelerating education for the gifted and others, presenter/producer Jane Walsley has been besieged by hundreds of proud parents of little Einsteins. One child, apparently, has been writing poetry since the age of three, another mother is making plans to leave for America with her prodigy. The National Association for Gifted Children tells Ms Walsley that they haven't the resources to meet the demand, and that they're hamstrung by comprehensive laws.

Ms Walsley the cheerful proponent of bothpunding that she appeared to be in the programmes? She says that she's been less than convinced by some of what she saw in her US tour of schools and precocity, but argues "if there is any potential in any method of maximizing human ability, we should be looking seriously at it." Is Glenn

and interviews with real people, aboriginal children talking about their school, their grandmother reminiscing about her childhood. The narrator is a teacher and knows how to talk to children. Issues of conservation of both land and culture are raised. The programme gives information about the "Dreamtime" - a delightful way of looking at creation. The handbook's follow-up activities are more exciting this time, perhaps because of the book's a must. It clarifies points that are rather cloudy in the radio programmes themselves.

The last programme in this unit is "Poems of Australia". Once the discussion in between the poems is trimmed to a minimum, leaving it to the class and the teacher, it may prove to be one of the best in the series, which are printed in the handbook right at the beginning of the project as they provide a moving insight into life in Australia, with the pleasure to come of hearing excellent readings of the poems at the end of the series.

Further resource material is the book *Kids' Oz*, subtitled, "An Introduction to Australia". It should certainly be used as such before presenting any of the radio programmes to the children. It has an attractive magazine format and is well illustrated in a variety of styles. The content provides examples of the culture, history and geography of Australia from historic times to the modern day, essential background to the series.

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Doman (the Colonel Sanders of the gifted children movement in the States) a fraud? "Somewhere between a visionary and not a visionary," she concludes mysteriously.

What irritated some people about the programmes was the failure to comment on the fact that the prodigies, American and British, all had essentially mathematical skills and understanding. The children were articulate all right, but only in technical language. Jane Walsley agrees to an extent. "I don't have a child who has written 'War and Peace', she concedes. 'I leave them to mature in the wood, and we'll see. Anyway, what we need now is a mind who can cure AIDS and sort out the welfare state.' What about education? Is it too late to have Kenneth Baker hithertoised?"

ONLY SEVEN months after she started Channel 4's innovative/gimmicky youth interest programme *Network*, Janet Street Porter is to join the BBC as editor of youth programmes on TV. She will also be working on the development of popular arts programmes, which she is likely to present herself.

Nick Baker



## The national curriculum

# Six of the best

DONALD READ • MARTIN ROBERTS

**T**he first round of English regional conferences for history teachers, organized by the Historical Association, took place in September and October. About 600 teachers and educationists attended. These were exciting and occasionally contentious occasions. Not surprisingly so, for the eight conferences have been recognized as an important part of the consultative process necessary before the future of the subject in state schools is decided.

The *National Curriculum 5-16*, published by the DES in July, naturally provided the basic document for discussion. What did it promise (or not promise) for history? 5-16? No one claimed to understand the Delphic prose for certain. Also under consideration were the discussion papers which the Historical Association had itself put forward, first to Sir Keith Joseph (*History for Life*), and secondly to Kenneth Baker (*History in the Core Curriculum*). Unlike the DES document, these papers were readily intelligible, even though they did not adopt final positions. But they had been drafted when the Government's public thinking about the curriculum was still vague; and the Association's conference spokesmen emphasized that, although there was still much of relevance in the two papers, they had become out of date.

The same six questions were posed at each of the conferences: 1. Should history be taught to all pupils from the age of 5 to 16? This was answered in the affirmative by the great majority of participants. A few were concerned, however, that many of the 14-16 age-group would be unwilling conscripts. And primary teachers emphasized that for 5 to 9 year-olds it is more realistic to talk in terms of learning illuminated by historical themes and approaches than to think of subject-specific history. 2. Should there be any guidelines with regard to content and other aspects of syllabus construction? In answer to this question few people expressed opposition in principle to the idea of a national curriculum and to centrally-defined guidelines of any kind. Most were prepared to accept broad guidelines, but wished the central prescription to be minimal. Almost all the delegates considered that the best judges of any guidelines were teachers of history.

3. What should be the criteria for syllabus construction? This question evoked a variety of responses. Some argued that the HMI booklet, *History in the Primary and Secondary Years*, offered a good starting point. Others preferred a discussion paper provided for the conferences by Richard Brown, joint-editor of *Teaching History*. Some suggested that the GCSE national criteria could be adapted to suit the wider age-range.

4. Should class-time be split 30/30/10 per cent between world, national and local history, the remaining time being allocated at the teacher's discretion? Nearly everybody agreed that there should be a balance, but there was some unease about trying to achieve this by applying a formula.

5. Is there a case for national testing in history? The Historical Association had said nothing so far about this. Most conference participants opposed national attainment testing at 7, 11, 14 and 16. In history, such testing was thought likely to concentrate upon factual recall at the expense of skills and understanding. However, most agreed that teachers should not opt out of the discussion about testing. Rather, they should concentrate upon teaching national agreement about diagnostic testing, and about the definition of attainment targets based upon good school practice.

6. How acceptable were the Historical Association's published suggestions and examples, and if these were not liked, what might be preferable alternatives? Few liked the listing of 60 basic themes in chronological order. The Historical Association was accused by some of being damagingly "old-fashioned" in even suggesting such a list for consideration. Many were also critical of any requirement for the 14-16 year-age group to study 20th-century British history. Most, however, were convinced that history teachers needed to discuss together the criteria for selecting the skills and knowledge necessary for history as a foundation subject, not least with regard to the age-appropriate for teaching particular skills and knowledge.

What next? History teachers are now alerted, and every conference expressed the wish to meet again. A further round of meetings will therefore be called before Easter. Although teachers will still predominate, parents, school governors and business people will also be invited to participate this time. These "users" of the system are entitled to be heard, and teachers must be ready to explain their methods and expectations.

The charge has been made that educational thinking during the past 20 years has become too ingrained and exclusive, and too ridden by theory and jargon. But jargon and theory, if they contain worthwhile substance, will be capable of translation into language understandable by intelligent laymen, including parents. They, for their part, can be expected to ask simple but searching questions. For example, if they hear that the Historical Association's 60 themes in chronological order (from Plato to Nato) have apparently been dismissed by teachers as not history, they may well ask what is now thought to be the stuff of the subject in school, why is it superior to the old product, and how is it taught. More parents will have to be initiated into the mysteries of skills-based history, and into the nature of the skills/content argument. One conference suggested, reconilingly, that "the debate is about how content is approached rather than whether or not it should be there".

Certainly, the next round of conferences must be firmly constructive. A sympathetic observer of one of the recent meetings reported how "there was no mention of falling rolls - no hint that a change of fact might bring more pupils". Such idealism is impressive. But so also is an equal measure of realism. In the search for the right mix, the Historical Association is setting up a new schools' committee for the 5-16 age-range. Membership will consist of practising teachers; primary (3), middle (1) and secondary (4). This committee will co-ordinate the 1988 conference, and it will seek afterwards to put together for the Council of the Historical Association proposals about history as a foundation subject which will have the support of as many teachers as possible, and which will also be found attractive by the general public.

Such proposals will be difficult to devise; but once formulated, they will deserve to carry great weight with the History Working Group and with the National Curriculum Council, as they undertake the daunting task set them by the Secretary of State. Here is a rare chance for all those interested in school history to participate in policy-making which will itself become a part of national history.

Donald Read is President of the Historical Association. Martin Roberts is Head of Cherwell Upper School, Oxford.



## Mines of information

*Tudor Wales*. By Dr Gareth Jones. £3.95.  
*Coal Society*. By David Egan. £5.75.  
*People, Protest and Politics in Nineteenth Century Wales*. By David Egan. £4.75.  
*People, Protest and Politics in Twentieth Century Wales*. By Dr Gareth Jones. £4.95.  
Gower Press

A curriculum development project funded by the Welsh Office and based at the Education Department of University College Swansea, has resulted in the creation of four Welsh history texts for 14 to 16-year-olds. They cover the GCSE Welsh history options and range from the Tudor period to an investigation of 20th century Wales. Each combines narrative with relevant quotations from contemporary

documents, uses appropriate maps and illustrations and teaches pupils how to evaluate historical evidence.

*Tudor Wales* traces the effects of contemporary political decisions on the Principality, for example, the far reaching results of the 1536 Act of Union, the period's religious upheavals are also covered, from the dissolution of the Welsh monasteries to the Elizabethan Act of Parliament which authorized the translation of the Bible into Welsh. This Act has been credited with saving the language from extinction.

*Coal Society* - a history of the South Wales mining valleys 1840-1980 - covers what is probably the best known episode from Welsh history. Opening with an unexpected picture of rural Rhonda in 1805, the text goes on to discuss south Wales's geography and geology in order to explain how and why the coalfield developed. The en-

suing influx of population and the growth of Glamorgan's railways and ports, and the area's strong political and trade union traditions are discussed in detail. However, the book is really about the unique lifestyle of the Valleys.

*People, Protest and Politics in Nineteenth Century Wales* investigates the Merthyr rising, the Rebecca riots in rural west Wales, Chartism and the 1848 war, and the 20th century title moves from the principality's industrial history to discussions on nationalism and the 1979 devolution debate. Questions focusing pupils' minds on events under discussion are peppered throughout the four texts. There is also a helpful chronological table of important dates on the front page of each book to set the ensuing events in the wider historical context.

Iola Smith

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### School Radio



### SECONDARY

#### Australian Bicentenary

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17 and 18 December 2.05-2.45

### UPPER SECONDARY

#### English Resources 2:

Introducing... I can jump puddles - Alan Marshall's account of childhood in the Australian bush. 18 December 2.45-3.00

Enquiries about teacher's notes and the book *Kids' Oz* to BBC Education, London W5 2PA.  
Tel 01-991 8031 (24 hours)





EXTRA

Are they aware of what history teachers are already doing?

## Using the evidence

History teachers these days suffer frequent extortions to make use of evidence in their teaching. I would suggest that studying evidence about what teachers are currently teaching might be a productive strategy in the current debate about history curricula.

*History for Life*, published by the Historical Association last year, contains a proposal for a compulsory course in history for 14-16 year-olds. Although the document refers to what its authors consider to be examples of appropriate approaches in history teaching, notably the Schools History Project, there is no reference to how the proposed curriculum compares with existing courses. More recently, the HA has published proposals for the 7-14 age range and has asked its members what they think this curriculum should include. Surely the first step should have been to consider what the curriculum is. Then it would be possible to examine the relationship between what teachers do and what they think should be done, surely an important ingredient in the current debate.

For purely practical purposes, anyone providing a new curriculum should be aware of the demands it is likely to make compared with what is currently required. Yet neither HA publication makes any mention of such a consideration. I do not dispute the importance of the philosophical debate about what history should be taught, but it has a dangerous air of unreality if the link is never explicitly made with current practice as well as with current thinking.

It is not that the HA has no evidence about current practice. Eighteen months ago it published *History in Secondary Schools: A Profile of Current Provision*, describing the results of

HELEN PATRICK

a survey of its teacher members. But there is no indication in their curriculum proposals of how or whether they have considered the evidence available to them. In this article I would like to present further evidence about current provision and ask that the HA and others interested in this debate study the evidence.

Since October 1985 I have been working on "A Study of the Aims of Teaching History in Secondary Schools", a research project funded by the Economic and Social Research Council. As part of this study I made a questionnaire survey last summer of history teachers in a sample of 106 schools in 67 L.E.A.s. Replies were received from 129 teachers from 75 identified schools in 51 L.E.A.s. Most respondents were comparatively senior, well-qualified teachers with major history teaching commitments. The schools were almost all co-educational comprehensive schools covering the 11-18 age range.

The teachers were asked to give a brief description of the syllabuses they were currently teaching. Although their responses indicated that syllabuses for 11-14-year-olds ranged widely, one dominant pattern emerged. There was a predominance of ancient and early British history in years one and two. By the third year these had virtually disappeared, but the Tudors and Stuarts and exploration and discovery were common in both the second and third years. In the third year there was greater variety than in the first two years, with the agricultural and industrial revolutions, American history, modern world history, the growth of democracy, the two world

wars and revolutions being fairly well represented.

There was a clear chronological progression in most schools which was often broken in the third year, but most syllabuses were based on topics, themes or patches rather than attempting a complete chronological coverage. Over a third of schools included some local history during the first three years. Just under a quarter had some form of integrated humanities in the first two years and just under two-thirds included work specifically on the nature of history and the use of evidence.

These findings are very like those reported by the HA in 1985. They suggest that a common core, characterized by a considerable concentration on British history, a broadly chronological approach and elements of the "new" history, is already operating in many schools. Of course there are exceptions to this general pattern and numerous variations within it, but it does suggest a considerable degree of uniformity in history syllabuses, at least at the general descriptive level.

The British-centred chronological approach also emerged from the HA survey, though smaller proportions of teachers in their sample reported integrated courses, local history or work on the nature of history and the use of evidence.

The teachers in my sample, though not in the HA's, were also asked about the courses they taught in the fourth and fifth years. Again there was a considerable degree of uniformity. About a third of the schools offered pupils some choice of history courses. Just over half offered modern world history, about a third offered Schools History Project and about a third modern British social and economic. Only one school offered a course

covering any period before 1750.

Both the HA's survey and my own have serious limitations as evidence on what is currently happening in history teaching. Neither sample is representative, theirs because the teachers were all HA members, and mine because the teachers all worked in schools which took GCSE history students on teaching practice. But historians are accustomed to taking account of the limitations of available evidence and to looking for further evidence to offset the limitations. Researchers are well known for always suggesting that more research is needed and I appreciate that the HA may not possess the resources to finance a major survey of teachers. But there are steps which the HA could take to arm itself with more evidence.

I was surprised to find that no-one seems to collate national figures for history examination entries at 16-plus and A level in the different content areas and syllabuses. There are no readily available figures, for example, on how many 16-year-olds take examinations in modern world history. The Secondary Examinations Council and the HA told me I would have to consult individual examination boards, while the DES Statistics of Education publish only total figures for "History" and "English Economic History". I did consult the GCE boards' reports, though I balked at writing to the 13 GCE boards on an issue which was peripheral to my work.

Although some GCE reports give only global figures, they are quite detailed and would inform the current debate. Perhaps the HA could consider collecting this kind of information from the GCE centres.

Another source might be HMI. They must be as well informed as anyone about what history curricula are currently like. Perhaps the HA could call on HMI to consider making more straightforward descriptive material more readily available.

At the moment it seems that the debate on the history curriculum is taking place in the context of some, but not a dearth of detailed descriptive information about what history teachers are currently teaching. I do



Local children enact the Saxon siege of the Normanfort at Mount-Ritchet, near Stanstead.

not wish to suggest that the history syllabuses that are currently in operation should necessarily be used in any sense as a blueprint for a new curriculum. But I am suggesting that the protagonists in the debate should at least show that they are aware of what history teachers are already doing.

In a recent article (*The TES*, April 4, 1987) two representatives of the HA wrote: "HA members were shocked to discover a couple of years ago that about half of all school pupils were giving up history at 14-plus". This discovery would not have come as a shock to the many history teachers trying to stop the proportion rising further, or, indeed, to anyone taking an interest in the statistics for 16-plus examination entries.

Here was a situation in which the HA found the empirical evidence very informative. Yet in the current debate they show no sign that they recognize the value of such evidence. It would be sad if *History for Life* designed a curriculum and presenting it to the politicians, that the designers were to consider what relation their new curriculum bore to what was already being done. Empirical evidence is only one aspect of this debate, but historians both inside and outside the HA might consider looking at the evidence while the debate is still going on.

Against such a background, history in Wales faces real danger. It is time

EXTRA

## The national history curriculum for Wales Facing real danger

PAUL JEREMY

Wales is in grave danger of becoming an educational afterthought in the government's "national curriculum". Although the official consultative document contains several important provisions for Wales, the London media and press have consistently ignored the Principality in their coverage of educational issues. This is the context which historians, like other interests in Wales, must recognize when addressing themselves to the problems of constructing a history curriculum which meets the needs of Welsh pupils.

It is as well at the outset to recognize a number of critical factors influencing the history curriculum. The most crucial is that history has a timetable future. After two decades of hand-wringing about "history in danger", it has been officially prescribed as a "real subject". Thus it is not history for whom the bell tolls, but integrated courses.

The assured place of history as a foundation subject may in turn give "history in danger" a new complexion in Wales. What accounts for the government's interest in the shape of the new history curriculum?

The interpretation that one might offer is that history is to be "saved" from the historians. The national curriculum will retrieve British history from the vagaries of local choice and the aridities of evidence-based work. Retrieval may not be a short march back to the world of G. M. Trevelyan, but it will ensure every child's birthright of knowing the precious heritage of Europe's oldest constitutional state. In case of murmurs about dangerous political intervention, critics can be reminded of the numerous distinguished historians who share the government's anxiety. The Secretary of State for Education and Science can even pin up on his wall the *TES* editorial of October 23, which encapsulates his concern.

Against such a background, history in Wales faces real danger. It is time for educationists in the Principality to insist that Wales is not some western province of England, relegated to watching the comings and goings of the English actors in their agonies over Mr. Baker's designs. For a start, what is this "national curriculum" embracing England and Wales, when Scotland and Northern Ireland are excluded? How can we talk of "British History" in the context of England and Wales when we examine the remarkable and rigorous historiography of Wales?

But history in Wales is more than the history of Wales. What of that important minority of primary and secondary schools which work through the medium of Welsh? In history this is not a trifling matter. For many years history teachers in Welsh-medium secondary schools have suffered the difficulties of a desperate shortage of texts in Welsh; it has meant countless evenings of translation, above and beyond preparation and marking. Only in the Eighties has a steady supply of history titles in Welsh become available to secondary schools as a result of government-funded resource initiatives. Any national curriculum arrangement must be planned so that these schools are not disadvantaged in any way.

History in Wales also means the state of the discipline. The Principality was governed in public examinations for 90 years by a stern, unbending system which rendered the last O level history paper in 1987 not dissimilar to a school certificate paper in 1897! Even in the late Seventies, Wales provided the lowest uptake for the Schools Council History Project of any part of the United Kingdom. It is only in the Eighties that Welsh schools began to

come to terms in any significant numbers with the history curriculum changes which gathered pace in England in the Seventies. Unquestionably GCSE has taken Wales by storm, for the history national criteria have led to drastic changes in many departments, well before GCSE was introduced in September 1986. History teachers in the secondary schools of Wales have experienced massive problems with the introduction of GCSE, but few would deny that GCSE has significantly influenced the way they envisage how curriculum development should proceed. In short, the state of the discipline is being fundamentally altered by GCSE: any national curriculum arrangement which ignores or attempts to undermine the GCSE experiences of history teachers in Wales will be educationally condemned to failure.

Thus Welsh schools have distinctive needs and claims in any national curriculum for history, but at the present time have gained little understanding from either metropolitan politicians or the media. These have been largely pre-occupied with controversies surrounding the Historical Association's draft syllabus. "Proposals for a Core Curriculum in History", presented to the DES in February of this year.

Whatever the internal debate within the Historical Association, its early initiative has been of great value to Welsh schools. Here was a formula for the history national curriculum based on the all-through chronological syllabus, so commonplace in Welsh secondary schools before the Eighties. If this scheme was to secure widespread support in any part of Britain, it was most likely to be in Wales. Wales's national history association, the Association of History Teachers in Wales, sent a copy by agreement with the Historical Association, of the HA draft syllabus to every member in Wales, including to all secondary schools. Seventy per cent replied, far exceeding the response in any of the HA regional conferences in England. Although, as anyone would expect, there were many different viewpoints, Welsh schools overwhelmingly rejected the HA draft as the basis for constructing a history national curriculum.

The AHTW published *History in the National Curriculum*, a 25-page report carefully setting out these responses. The report is an important contribution to the national curriculum debate because it demonstrates the impracticality of the all-through chronological syllabus in terms of resources, GCSE and teacher commitment.

How then can a curriculum which best meets the needs of pupils in Wales be prepared? A historical starting point must be a history working group for Wales. Any suggestion that a working group which is composed of people selected by the DES and overwhelmingly drawn from England will be capable of meeting Welsh requirements is unacceptable in Wales. The "compromise" of a Welsh sub-group on Welsh history reporting to the main England-based working party narrowly limits definitions of Welsh interests to the history of Wales.

Moreover, the government's own consultative document on the national curriculum leaves ample scope for Welsh arrangements. In paragraph 1.1 we are told that "The Secretary of State for Wales will be considering what particular provision will be needed to accommodate the distinctive needs of the Welsh curriculum". In paragraph 4.3 it is stated that "The legislation will set out separately the foundation subjects in Wales for Welsh-medium and English-medium pupils... the Secretary of State for Wales will be able to make different orders from those applying in England".

A history working group for Wales drawn from educationists within the Principality would inspire confidence as a body which knows the needs of Wales in history. The group would contain members with first-hand knowledge of GCSE in Wales, including the WJEC Mode 1 Syllabus A Modular, the highly successful Mode 1 Syllabus B Modern World, and the Schools History Project. It could liaise with many interests in the Principality to ensure they make an input into the history curriculum, such as the Aberystwyth Project which is preparing Welsh-medium history titles for primary schools, the Oxford University Press bilingual project which is at the heart of a consortium planning a huge range of Welsh history materials for the 10-12 age range, and heritage institutions like CADW, which are developing very promising educational programmes.

In short, the opportunities exist for the preparation of a 5-16 national history curriculum for Wales. When we celebrate the centenary of the pioneering Welsh Intermediate Education Act in 1989, it should be on the basis that Wales has acquired a national curriculum suited to its distinctive needs.

Paul Jeremy is the National Secretary of the Association of History Teachers in Wales. He is a teacher of history at Llanishan High School, Cardiff.

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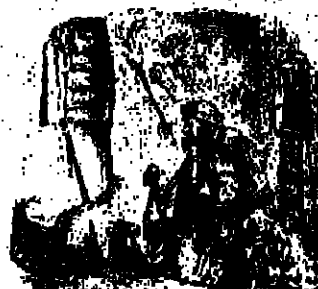
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Becket at Forest Junior

## No right answer

SUZANNE HEWITT

Autumn Term 1986 began with a new approach to history at Forest Junior School in Snaresbrook, London. It consisted of an experiment in curriculum development with a class of 26 eight-year-old boys, their class teacher Mrs Hewitt (also curriculum co-ordinator) and Mr Holden, an historian more used to teaching his subject at O and A level. The topic was "Murder in the Cathedral", the story of Thomas à Becket.

The children were to adopt the role of the historian as detective: to realize that in much of history there is no right answer; and to learn to ask questions and evaluate evidence. The aim was for them to build up an awareness of the past through drama and, by identifying with the characters, to develop an essential empathy: "How did it feel?"

The scene was set, the story was told, the characters were painted, and the children worked in groups with word-processors to write and produce five short plays which were to be filmed and presented for a school assembly. In the first lesson the historian told in graphic detail the story of the murder in 1170. Sam wrote: "Mr Holden said today we are going to practise being detectives. That was brilliant fun. Nearly everyone in the class asked a question which a detective would ask, like 'Were there any witnesses at the time of the murder?' or 'Were there any fingerprints?' Others asked 'Is the bloodstain still on the altar?' 'Why didn't the victim run away?' 'Did he know the men who killed him?' 'Did he have any letters on him to say who he was?' 'Is this a true story?' I am added 'We asked him lots of questions that he could not answer because nobody knows for sure exactly what happened'."

The following two lessons were used to find out everything possible about the victim, Thomas à Becket, and Henry II, who is said to have ordered his assassination. The class soon realized this would be difficult without contemporary television reports, photographs, accurate news bulletins and the media coverage accorded nowadays to a king and his archbishop. A character sketch of Becket was built up by delving into his portentous birth, his school-days, his meteoric rise to fame as Chancellor in 1162, his quarrel with Henry and subsequent flight to Louis VII in France. Illustrations from a 14th-century prayer book and reconstruction drawings were used as the basis for a six-screen cartoon depicting scenes from his life.

Henry also was researched: "We learnt all about King Henry, and his life, and the temper he loses so quickly," said Neil. After much discussion as to who was right, a weighted-response question sheet was devised to help each child decide whose side they were on. Twelve were for Becket, nine for Henry, and there were several "don't knows".

The class now split into five groups, each with Becket, Henry, Louis and two knights. Between themselves they worked out who would take each role, by deciding who could identify most strongly with their chosen character and justify his actions.

They now had to write the speeches which would make up the plays. Many found it difficult to break away from a narrative style but they soon began to produce interesting results. Duncan, as Becket, was clearly influenced by his earlier career as Chancellor: "By rights I have 10 per cent of the Church's money" and later, when Louis gave him shelter: "How shall I ever repay you? I will give you 40 per cent of my earnings each month."

Selchouk, as Louis, was a smooth sophisticated: "Welcome to France, my dear friend... let me assure you that

continued



No right answer continued

we will make your stay here pleasant. King Henry is very unwise to make an enemy out of you." Mark, as Henry, was cruel and ruthless: "I have the power to kill you whenever I want to. I have an army. You have none."

Up to this point the time used had been only one 40 minute period on six consecutive Friday afternoons. It was now half-term and the children needed to see the end in view, so the following Monday and Tuesday the class teacher spent the whole day working with each group in turn, thrashing out their ideas and written material to make the plays.

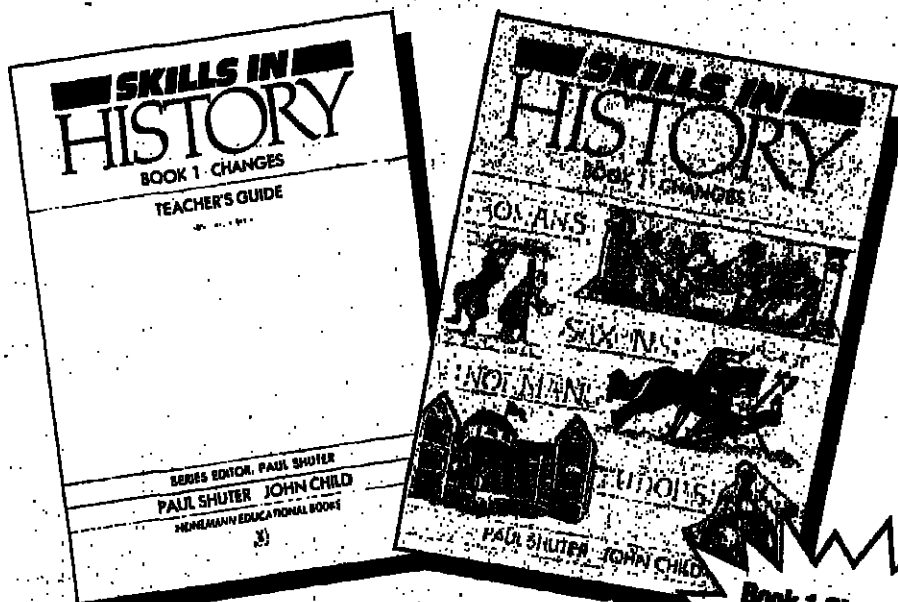
Everyone was now excited, especially when the classroom was rearranged to give a large area for a stage. Every day that week some time was spent script-reading and working out stage directions. Crowns, helmets and shields were made in art lessons. Swords and breast-plates were brought from home, and the dressing-up cupboard raided for kingly robes. The whole story had become a part of the children's lives. They talked about Becket constantly, and he crept into every subject area: "They wouldn't have had a school in Becket's time, would they?" Tony greeted the historian at the local swimming pool: "Hello, Mr Holden, I'm Becket", to which his Dad added: "And I'm Henry the Second."

All was ready on schedule for the filming and each group performed in turn. A simple mark-sheet was devised for the children to assess each other's play for historical content and acting ability. Then it was off to the video room. Selchouk wrote: "After we filmed the play, we watched ourselves on TV. It was fun being King, but it was even better being a film-star."

Back in the classroom there was one final session to evaluate the whole project and discuss some of the children's changes of heart. Javvinder had originally sided with Becket, but he became a convincing Henry in the play and threw his sword across the room with temper. Duncan played Becket but commented "He wasn't my idea of a saint. He argued with Henry and saints shouldn't fight." Selchouk, as King Louis, observed that "Henry was in the wrong to order the death of Becket, because, in the eyes of his people he became a very wicked king. Two years after his death, Becket was made a saint."

Finally the two teachers met for an afternoon in the Christmas holidays to discuss the experience. Both agreed it had been an excellent educational experience for the class. The class teacher had learnt a lot about content and method, and the historian about expectations for younger children and the classroom management skills (also the need to write legibly on the blackboard for eight-year-olds) Both were keen to build on the experience in future teaching, and had been impressed by the interest and application of the children, and by the high standard and maturity of their work throughout the project. Sam summed it all up: "Friday has been a very special day this term because we have done our history project. We studied about Becket. Should he have been murdered or not? I'll leave you to decide."

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EXTRA

## New history in peril: may teachers defend it University challenge

ROBERT MEDLEY

There is an idea abroad in some quarters that real, scholarly history is being undermined by school teachers' amateurish notions of what they perceive the discipline of history to be, notions, it is believed, which seek to debunk any knowledge of the happenings of our own history and which replace them with a "skills-based" approach which deprives pupils of any coherent picture of the past and makes them more open to left-wing propaganda.

Such a reading of the current climate in school history teaching is at best laughable and at worst a gross and disturbing parody of what is actually happening. The onset of GCSE has provoked a reaction among some university historians who see the new examination as one in the eye for scholarly standards and a distorted view of history. This view is represented in Alan Beattie's *History in Peril: may parents preserve it* (Centre for Policy Studies, 1987).

Beattie has some pertinent things to say about the nature of history. Where he goes wrong is in his ignorance of what is actually going on in schools. He bases many of his judgements about GCSE on a book called *Countdown to GCSE* by N. Tate (London, 1986), which Beattie describes as "an authoritative guide". He accuses the new examination of encouraging the search for bias, of emphasizing creative judgement in assessing the past, of inculcating the view that it is impossible to establish what the facts are and encouraging pupils to moralize about the past.

Let us look in detail at one of the allegations made by Beattie.

Like many before him, he attacks

the much maligned and misunderstood notion of empathy. He quotes from Tate's book, this time wrenching an empathy question out of context. The question is concerned with what the Russian peasant soldiers thought about Russia's system of land ownership and candidates are asked to infer these views from background information such as conditions at the front, and then to invoke their imagination.

Beattie deplores such unhistorical practice and on the face of it he is right to do so. However, how representative of GCSE is this, and what does Mr Tate really mean? Empathy is simply a shorthand for looking at events of the past from the perspective of people of the past. This is how the national curriculum puts it and this means making inferences which are firmly grounded in a selection of sources, both primary and secondary (perhaps even a book by Alan Beattie himself).

Of course, it could be argued that only professional historians are in a position to make such inferences because only they have access to enough of the available sources. This is all very true, but then where does this leave the secondary school history teacher? I suspect that it leaves him as a mere presenter of the findings of the leading historians and little else. Such an approach is not only unstimulating but also fails to lead pupils into history as a

question of what historical content should be taught in schools. His belief that social history attracts more attention than political history because children can identify more easily with ordinary rather than famous people is wide of the mark. There has been an upsurge of interest in teaching social history in schools partly because the discipline of history itself has broadened out to include social and economic factors to a greater extent.

In any case, the GCSE syllabuses have a considerable emphasis on political history. Political history is still alive and well in our schools and in addition, there is now more awareness of history as a detached discipline, relatively uninfluenced by the pressing needs of the present in the harmful way that Popper warned against. Moreover, the so-called "new history" has done more than anything else to foster this.

Having said this, it needs to be pointed out that the teacher in school has to represent history to potential GCSE and A level pupils as something which is of use to them, and all too often the teacher gets little moral support from his higher education colleagues, whom the teacher keeps supplied with a steady flow of under-graduate students. It would challenge Alan Beattie and other university historians to come off the fence about

the purpose of history and to join the struggle to give history a higher profile among students and the public. This is not to advocate the justification of history on spurious grounds, but to say that history must justify itself on the curriculum.

Beattie's publication convinces me that something must be done to further understanding between school and university history departments. Many universities already provide courses which are designed to help with sixth form studies. However, these are frequently organized from the assumption that the universities have something to give to schools and not vice-versa. What attempt, I wonder, is made by university history departments to ask schools what they actually want? How aware are universities of some of the developments which have taken place in school history teaching over the last 10 years?

In return, universities could provide expertise in the way of advising on the availability of sources on particular topics around which teachers may want to build learning programmes. The united front that would thereby be created in the history profession would leave the general public, particularly parents, with the impression that history knows well how to justify itself.

Teachers in different contexts have different customers to satisfy. Let us agree to live with a plurality of purposes for history and see its strength as being in its ability to appeal to a wide range of people.

Robert Medley is Head of History and Politics at Forest School, Wimsett, Berks.

## Dextrous summary

The Postwar World: An Introduction. By Peter Lane. New York: Batsford, 1985. £9.95. 0 7134 5494 6.

Hindsight gives us all 20/20 vision; but there were some people who got it absolutely right at the time. Thus, George Ball, American Under-Secretary of State, advising his President, Johnson, in 1964 "on the war that cannot be won". "The South Vietnamese" he writes, "are losing the war to the Viet Cong. No one can assure you that we can beat them, or even force them to the conference table on our terms, no matter how many White, foreign (US) troops we deploy." And so on for just 300 words of concen-

trated, conclusive, irrefutable argument. If only Johnson had heeded him, what an enormous military and political humiliation and accompanying loss of confidence his nation would have spared itself. But no: as a "careless President", after the assassination of the charismatic Kennedy, he could not possibly afford to begin his regime with such an anti-climatic climb-down. Or so he thought. Just as Harold Wilson dared not kick off in October 1964 with a devaluation of the pound. Delaying, fatally, the inevitable until 1967, he and his ministers landed themselves in economic difficulties which they were to spend most of their years in office trying vainly to surmount.

One of the points that emerges most

strikingly from this exceedingly able and dextrous summary of world history from 1939 to 1986 is the degree to which almost all leaders and governments are dominated by goals of immediate expedience rather than of genuine long-term self-interest. Hardly an original finding, but a depressing one nevertheless. With just three hundred pages at his disposal, Peter Lane obviously has little room for much detail on any particular topic, but this unavoidable thinness of background has not led, as far as I can see, to any distortion of outline. He has brought off a notable feat of digestion and compression; and the choice of supporting documents is extremely acute and apt.

Martin Fagg

## Cholera fights back Taking issue

JILL SHEPPARD

In the previous History Extra (April 10), Roy Twichell and Michael Reese did useful service by drawing teachers' attention to features of the programme-makers' craft in television programmes like "The Cholera is Coming". An important function of school television is to provide programmes which may be used for the study of "how" as well as "what". It is, however, a pity when an article which sets out to encourage critical awareness assumes the construction of a programme to be an exercise in obfuscation or bias against understanding.

The authors state that "usually a television programme is used when its subject-matter seems particularly relevant to a specific component of the syllabus, when it seems to offer good background information and/or when it evokes empathy in pupils for other times, places or people." The programme certainly satisfies the first criterion, as well as being a good example of the way in which TV can provide both background information (on the origins, spread, treatment and results of the epidemic) and empathy (by showing a variety of attitudes to effects of cholera on the community, the scientific controversy, and the immediate impact on an individual and his family).

Further, it employs just the wide-ranging variety of sources that GCSE students should be able to draw on: stills from the period, documentation such as registers of death, places, artefacts and quotations. Most of this evidence can be easily comprehended in the context of the programme. However, in two respects perhaps it cannot.

First, the programme does not specifically identify which parts of the dialogue are fictional, "authentic" or "verbatim". Second, no clue is given in the graphics to the significance of the size of the dots indicating the spread of cholera. With regard to the first, the authors appear to suggest that empathy and a sense of the dynamics of social and political action should be sacrificed to the need to identify "the contemporary material" or "everyday" which characterizes the "other" world. It is, however, a pity that the programme, such as it is, does not identify the sources of the evidence. Does not any publication of lesson which includes or excludes some

pieces of evidence, inevitably reflect the author's, or teacher's "opinion and judgement"? The criticism that TV documentaries might "more fruitfully be accommodated alongside historical novels" is only as valid as it would be applied to, say, Assa Briggs' "Victorian Cities".

With regard to the second, it might have been possible to supply, on screen or by voice-over information on the statistical implication of animated dots; but at the cost of sacrificing the cumulative impact of the spread of the disease. Surely teachers would prefer the students to grasp the essentials, as a preliminary to researching precise figures elsewhere.

In relation to criticism of "the producer's vocabulary", such as using a zoom in on an extent building and then mixing to a reconstructed scene of the events which happened there, surely they are missing the point? In that building, which one can still see today, these things happened. In another context, this would be recognized as a valid exercise in the use of evidence for local history. Why not here?

As to the remark that the black and white still used to illustrate modern-day treatment of cholera locates it in "the ignorant and primitive past", what do they mean? At this point in the programme the location of the cholera bacillus in polluted water has clearly been identified. Unfortunately, it still exists in many parts of the world today. Would the use of a colour still have been so much more effective in conveying a message about change and continuity?

Finally, the authors do not raise what is perhaps the most important question: what are the most important, and what are his qualifications? Paul Hastings is a local historian in good standing who researched the episodes in the programme, a published historian of medicine and a respected teacher of history, well qualified to make the selection of people, events and issues which would do justice to the breadth of the topic and to the stimulation of young minds to insight and evaluation. In underlining the importance of evaluation and critical viewing, our contributors do us a service, forgetting insight are they not asking for all history to be studied from the same grammatical lesson?

Jill Sheppard is the producer of "The Cholera is Coming" BBC Schools TV.

# Governors & Governing

## A PRIMARY CONCERN

Maggie Pyne describes an experiment in voluntary appraisal and the benefits to be gained



It's nothing new! Parents have been doing it for years. In our school it's still a favoured activity. Once it is known who will be their child's teacher next year certain parents go about finding out if the teacher "is any good". This judgement is made on the basis of the past year's performance of confidants' children or of the working relationship that the teacher established with parents of the previous class. Certainly there are reputations and myths, not to mention legends, about teachers. But parents are perceptive and many will later admit that their apprehensions were mistaken. Headteachers may tell you that parents often prefer traditional formal teaching in preference to any other styles. But parents have to rely on the evidence available and if this is limited to neat work books carefully marked and lovingly preserved for parents to see, who can blame them?

It's not only parents of course. Children rate teachers and so do governors, not to mention headteachers and inspectors. It does not end there, because teachers have views on the performance of individual children, parents, headteachers, inspectors and governors. Most of us in the education system, in any case, feel that we are frequently appraised informally and appraised formally at specific times, while on probation or when seeking promotion. The 1986 Education Act has now changed that. It gives the Secretary of State the power to make regulations about regular appraisal and it could well be that governing bodies would have to ensure that the regulations are complied with in their schools.

The idea of staff appraisal, in the anger and confusion of the pay dispute, led to inappropriate attempts to impose teacher appraisal on teachers. But staff appraisal should be seen not as a threat but as a professional opportunity; not imposed, but growing from good practices that are part of our school where the learning and development of individuals is important including staff and head. The individuality of children should be respected and enjoyed by adults, their strengths and achievements shared and appreciated.

Children too, should develop this appreciative attitude and be encouraged to work and learn collaboratively. They should be co-operative and enthusiastic and the teaching staff work must hard to develop the children's awareness of quality in their own work and that of their peers. By taking responsibility for their own learning through effort and understanding, the children can explore new ideas and take mistakes in their stride. They need praise and appreciation like everyone else but they also know when it is deserved and they are warm in giving it to other children.

Some children will need time to accept such openness before contributing to the group or accepting what it has to say. Many children find school-based learning hard and the staff find the task of getting them to retain anything a strain. There are children whose emotions sweep all before them, controlling them and ensuring that the learning environment continues calmly for others is exhausting. But we must work as a team to understand the needs of the children as individuals. Start by looking for the strengths and achievements of troubled children, before agreeing targets which are broken down into small realistic steps.

Setting up the process of reviewing children in each class for whom a teacher feels concern, it becomes clear that the class teacher could feel threatened by the special needs team (including the head) and see the impending process as an assessment of their handling of the problem. Nothing is further from the truth and this rapidly becomes clear. What emerges is an appreciation of the particular skills and commitment of the class teachers and as time goes on it is possible to use these hidden skills and strengths to offer solutions to other problems.

We were uncovering expertise in a way we had not expected and rewarding it with true appreciation from colleagues. We had begun to create an openness among ourselves which rather belatedly echoed that of the children.

As we improved the quality of the learning opportunities for the children we were developing as a team.

I see staff appraisal as another aspect of this development which is important for the teachers as individuals, for myself as the head and for the school as a whole. An agreed national framework for appraisal is talked of but is not in existence yet and I am not going to predict what it might contain. However this does not stop me thinking about the needs of my school and what I can do to meet them.

Staff appraisal is widely accepted in large industrial and commercial concerns where the easily quantifiable targets make the setting of standards by which to appraise, clearer to all participants. Two years ago I had the opportunity to look at the schemes operated by Cadbury-Schweppes, Abbey National and British Telecom and I am convinced that an appraisal framework similarly constructed, with regard to the needs of the school as an organization and the needs of the teachers and the head as participating members, could be a powerful force for good.

I am not alone in this. As a member of an informal group of headteachers I talked this through with others and knew that several felt as I did. We should not have to wait for the Secretary of State to create a national framework. There were ways in which we could benefit our schools now. We preferred "career counselling" to the current confusions around the word "appraisal". Clearly there were skills to be developed in the appraisal interview and the sooner both participants started to practice these the better.

I decided to start one stage at a time with a voluntary career counselling interview only and tested the idea out on the deputy head. She agreed. One intention was to find out what was expected of me, how I am measured and how I am getting on. I wrote to each member of staff, personally offering them the opportunity to

discuss with me their career development and progress in school. I believed it would be beneficial for them, the school and myself as headteacher. I said that the interview would last about three quarters of an hour and would, of course, be confidential. I would make brief notes and supply them with a copy as soon as possible after the interview. Any queries should be taken up with me.

I set out six points to be covered in the course of the discussion. (i) Any aspect of the teacher's work that had gone particularly well during the year and any aspect that had been disappointing and to set targets for change. (ii) How the management/organizational side of the school had helped or hindered their work and to suggest changes. (iii) To consider my performance as head with particular regard to the coming year. What is expected of me and how can I improve on previous performance? (iv) To discuss career plans and suggestions for their advancement in school and their preference for a particular age group or form of class organization. (v) To discuss the curriculum needs of the school. (vi) How their in-service training needs could be identified and included in the curriculum plans for the coming year.

Initially there seemed to be no response. I waited full of foreboding and wondering if another good idea would sink without trace. First one and then another asked for an interview and I was in business. Not all staff responded. Several, at the end of term, said apologetically that they had "forgotten" about it. In all I met 10 of the teaching staff before or after school, which says a lot for their professionalism and interest. I was impressed by the care with which they had prepared for the interview, clearly thinking about each item on the agenda and in some cases bringing notes. I encouraged each member of staff to do the talking and listened carefully, not justifying anything unless asked to do so. Together we succeeded in creating a professional framework for looking at our roles, the school organization and its needs. We kept strictly to the agenda which focused each of us on our performance during the past year, allowed the teacher to tell me of any difficulty experienced and gave me fresh insights into my role and task.

I found the whole experience very rewarding, very tiring and distinctly nerve-racking. (I was appraised ten times!)

As a head I welcomed the opportunity to praise and appreciate the individual success and efforts of the teachers. I was surprised by some of the things they said about the organization of the school and I shall not find it easy living up to their widely differing expectations during the coming year but I'm determined to try because they were interested enough to think it through and tell me. Along with their personal targets these will be reviewed next year. I liked the feeling of mutual respect and trust. I hope the improved communication and inter-personal relationships will continue with the sense of shared objectives too. I am grateful for the identification of certain problems and other potential problems.

I came up against my own limitations. The worst being exhaustion from concentrating so hard on keeping the interview flowing smoothly, on task and to time, without missing anything being said. Some teachers were very self-critical, others asked for specific help. Each was thoroughly professional in their attitudes and comments and clearly had the well-being of the wider school at heart. They were all tense and anxious at the start but relaxed and gained confidence by the finish. Only now have I realized that I did not ask what they felt about the interview so do not know if I met my criteria - that the interviewees should leave with an enhanced or at least a maintained self-esteem; a feeling of having been listened to and responded to with empathy; and having been asked to help in solving the problems or difficulties that had been identified. Oh well next time perhaps? That is, if Mr Baker has the same criteria!

(Maggie Pyne is the head of an LEA primary school)

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|---|--------|
| <input type="checkbox"/> Curriculum: legal obligations        | Week 1 |
| <input type="checkbox"/> Governors & the Education Acts       |        |
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| <input type="checkbox"/> Ted Wragg's comment                  |        |
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| <input type="checkbox"/> Police                               |        |
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| <input type="checkbox"/> On being a governor                  |        |
| <input type="checkbox"/> Case study                           |        |
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| <input type="checkbox"/> Fact file                            |        |
| <input type="checkbox"/> Pupil discipline: do's and don'ts    | Week 3 |
| <input type="checkbox"/> Staff: appointments, disappointments |        |
| <input type="checkbox"/> Case study                           |        |
| <input type="checkbox"/> Ted Wragg                            |        |
| <input type="checkbox"/> A governor's view                    |        |
| <input type="checkbox"/> Ethnic & parent governors            | Week 4 |
| <input type="checkbox"/> Relationships                        |        |
| <input type="checkbox"/> Welsh woes                           |        |
| <input type="checkbox"/> Case study                           |        |
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| <input type="checkbox"/> Local financial management           |        |
| <input type="checkbox"/> Case study                           |        |
| <input type="checkbox"/> Fact file                            |        |
| <input type="checkbox"/> Annual meetings                      | Week 6 |
| <input type="checkbox"/> Opting out                           |        |
| <input type="checkbox"/> Letter to a new parent governor      |        |
| <input type="checkbox"/> Case study                           |        |
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| <input type="checkbox"/> Examinations                         | Week 7 |
| <input type="checkbox"/> Training needs                       |        |
| <input type="checkbox"/> Assessment: responding to change     |        |
| <input type="checkbox"/> Case study                           |        |
| <input type="checkbox"/> Ted Wragg                            |        |
| <input type="checkbox"/> Fact file                            |        |
| <input type="checkbox"/> Teacher appraisal                    | Week 8 |
| <input type="checkbox"/> Primary matters                      |        |
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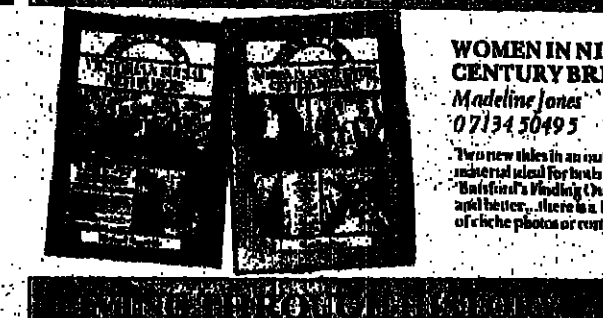
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# Governors & Governing

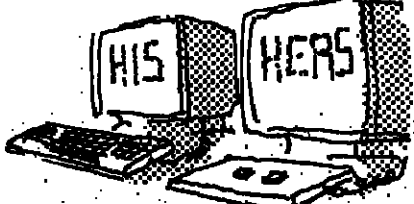
## QUESTION & ANSWER

Our school has a very good equal opportunities policy, which was drawn up by a working party of governors and staff. Yet when I went into school the other day on a regular governors' visit, I noticed that in the computer workshop, the boys were getting far more time on the machines than the girls in the group, and were very impatient when a girl ran into difficulties. Most of the girls seemed quite happy to do the job of recording what was going on, rather than taking an active part. Was I right to be concerned?

This demonstrates how it is not enough to produce an equal opportunities policy on paper, however good it is. The school and the governors also have to make sure that it is carried out. It is especially important for girls to become familiar with computers which will be taking over many of the routine secretarial and clerical work traditionally performed by women. This is no great loss, as long as women get a fair share of the jobs associated with the new technology.

Teachers need to be aware of the pitfalls of just letting them get on with it. Boys probably get more encouragement at home to use home computers, so they become more proficient, (frequently more proficient than some members of staff assigned to teach them). Girls may need extra help in catching up. Some schools find that single sex workshops in the early stages help to give girls more confidence.

It is a good idea anyway when you have been visiting the school, to have a word with the head afterwards, and that would be a good moment to mention your worries. You could also ask for the computer education programme to be discussed at the next governors' meeting. That will have several merits. The governors will be able to inform themselves of the aims and objectives of the use of computers in the school. You will be able to raise your concerns in a more neutral, less threatening way. It may also concentrate the minds of the staff about this.



Our church primary school is very popular and we have far more children applying to come into the reception class than we have room for. Several parents have complained to me, because they know I am a governor at the school. They say that even though they went along to the school a year before their child was five, they have been told that there was no place for them. I thought that parents had a right of appeal if they were refused a place. What responsibility do the governors have for admissions? We never seem to discuss this at the governors' meeting. This is a common complaint about popular primary schools. Heads do not always realize that the provisions of the 1980 Education Act which give parents a right of appeal to an independent appeals tribunal apply just as much to children starting school as to secondary transfer. Parents are often refused a place because the head knows that the reception class will be full of children who live nearer the school. But this does not alter the right to be told the reasons why they can't have a place, and that they can appeal against the decision.

Governors in a voluntary aided school have the responsibility for deciding how places should be allocated though they usually delegate the actual admissions to the head. They should still satisfy themselves that the arrangements meet the law, by making sure that the criteria for accepting children are clearly stated, are administered properly, and that the decisions can be shown to be fair at an appeals hearing.

In most county schools, the rules for admissions are decided by the I.E.A., though under the 1986 Act the governors have a right to be consulted. This does not absolve the governors from making sure that the rules are administered fairly in their

# A professional matter

## APPRAISAL

**Ted Wragg asks how he should set about the compulsory appraisal of teachers**

When Sir Keith Joseph first announced that the performance of teachers would be regularly appraised there was a mixed reaction. Some teachers, mindful of their own training days when they were perhaps shredded by a teacher or tutor during their teaching practice, were worried about how appraisal would be carried out. Members of the public, especially parents of children who were unhappy with one of their teachers, hoped it would help weed out the incompetent.

The 1986 Education Act has now made the appraisal of teachers compulsory by law, and pilot schemes have been launched in a number of areas this year. In several individual schools and in local authorities like Suffolk, experiments have been taking place for some time.

One of the difficulties facing those who will be responsible for appraisal (and the detail of how it will be done has not been spelled out in the Education Act), is the nature of teaching itself. In some kinds of human skill it is easy to measure competence. Ask a professional violinist to play a few bars of music, an international sprinter to run 100 metres or a glass blower to make you a figurine, and the level of skill will be apparent immediately.

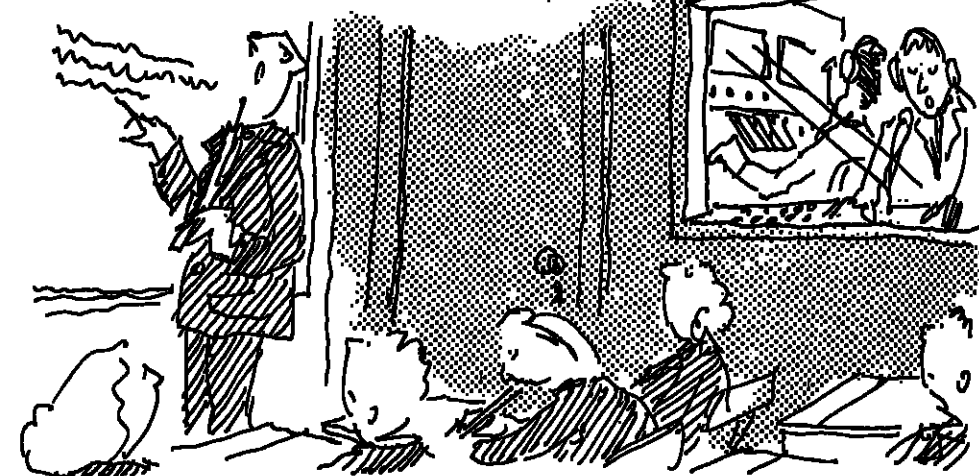
It is not so easy to pick up the subtleties of teaching skill, because most of what teachers do is based on a medium to long-term time scale rather than an explosive burst. One may well witness a brilliant explanation of a difficult concept, a skilful use of humour to defuse a potentially difficult situation, or an expert display of subject knowledge in answer to pupils' questions, but it is equally likely, in other classrooms, that children will simply be getting on with their work and the teacher may appear to be "doing" very little.

The notion of "performance" does not usually go down well with teachers. The word has two associations, one the input-output industrial model with end products like consumer goods, the other that of the theatrical display enacted centre stage. Teachers do not like the idea either of being thought of as part of an assembly line, or of being under pressure to dominate the class when under observation.

Like other professional people they do have some responsibilities, to teach basic skills in the primary school, for example, or to teach a specialist subject in a secondary school, for which they can be called to account. But society also charges teachers with grand-sounding but elusive objectives like "realizing the full potential of every child", or "developing responsible adults for the world of the 21st century". Teachers are only one influence on children, alongside parents, family, friends, mass media and commercial pressures, so they can neither take all the credit for eventual success nor all the blame for subsequent failure.

The introduction of compulsory appraisal raises several issues, such as how it should be conducted, who should do it, what criteria of judgement should be employed, and what should be the outcome of evaluation. Most teachers feel that classroom observation should form a central part of any appraisal. They would not like to be judged on hearsay or rumour. Thus most would be happier discussing an actual lesson they had just given, rather than engaging in vague exchanges about whether their classroom seemed a bit noisy when the head walked past.

A considerable amount of research has now taken place in the analysis of teachers' professional skills. Frequently observers will focus on such features as class management and control, the teacher's use of questions, the ability to explain clearly, the nature of the task being set for pupils and the extent to which it matches their ability and present level of achievement, relationships with children, and the degree of involvement children show in their work. Related matters which can be studied by a mixture of observation and interview include lesson preparation and planning, the teacher's own knowledge of the subject or fields of know-



ledge being studied by children, the monitoring and assessing of children's work, and pastoral care of pupils.

Teachers may ask as many as 300 or 400 questions every day, so their ability to choose the right language for the age or ability of the child or class concerned is crucial. Questioning is just one of many professional skills which can be studied and improved upon as part of the appraisal process. We did a study recently of primary teachers, explaining the characteristics of insects to eight and nine-year-old children. The teacher who obtained the highest test scores from his pupils began his explanation with a single question, "Is a bird an insect?" By getting the class to compare an insect with something different but similar he managed to teach them all the important characteristics of insects in a concrete and memorable way.

The issue of who does the appraising raises several important matters of principle. In a number of professions which already have some systematic form of appraisal, such as the BBC, the police, the civil service, the armed forces and various industrial concerns, the structure of the organization is often a tall thin triangle with a chief officer and lists of graded ranks in the rest of the hierarchy. Many heads of schools have tried to create a less hierarchical structure with only two or three tiers in it, perhaps with a management team consisting of the head, deputies and senior teachers and the rest of the staff equally ranked. Such schools need a more collegial style of appraisal rather than an authoritarian one.

Appraisal can be undertaken by a superior or indeed by people of equal rank. Some of the best work we did during the Teacher Education Project, funded by the Department of Education and Science at the universities of Exeter, Leicester and Nottingham, involved pairs of teachers working together to observe, analyse and improve each other's teaching. It was greatly appreciated by those who took part and by no means the soft option that peer appraisal is often thought to be. Provided there is a proper structure, which allows teachers to focus on matters of importance when they observe each other, it can lead to clear improvements in teaching quality of both participants.

One important matter, especially in the appraisal of senior staff, is the availability of outsiders to take part in the evaluation. There is a danger that an exclusively school-based appraisal might lead either to complacency or to a complete whitewash, because it is difficult for teachers in one school to know what other schools in similar circumstances can achieve. One solution is for more i.e.a. advisers to be appointed, and for teachers and heads to be released to visit each other's schools. This allows for specialist appraisal and is a better solution than hiring a separate set of people called "evaluators". In some countries where such evaluators exist they are deeply hated, seen as bureaucrats who have no impact on the quality and process of teaching.

There has been considerable debate about how the appraisal should be reported. I have always been strongly opposed to secret evaluation, and some of the most successful appraisal schemes involve the person being appraised having an interview to discuss progress and future plans, being allowed to see any written report, and indeed add comments to it, and generally being involved as a participant rather than as a victim. Since the improvement of teaching is in the hands of teachers themselves, rather than appraisers, and indeed self-appraisal is going to be central to any effective scheme, it is imperative that alienation through

excessive secrecy should not take place.

One of the most important aspects of an open appraisal system is that it allows proper discussion of a teacher's future plans and professional development. It would be grossly unfair for someone to write an appraisal of a primary class teacher and say "your language and number work are excellent, class and individual topics are well conceived and monitored, relationships with children, parents and other teachers are good, but your science work is ill-informed and far too cursory", and then leave the teacher unsupported. In these circumstances most would admit their poor grounding in science and ask to be allowed to attend a course in primary science to improve their knowledge and confidence. A responsible appraisal system will build in proper after-care.

The hope that incompetent teachers may be weeded out by the introduction of an appraisal scheme may not always be fulfilled. Teachers will still be protected by unfair dismissals legislation, and American research in areas which have well established appraisal schemes has shown that the cost of dismissing a teacher can be around \$166,000 in time, energy and legal costs. Heads of American schools often inflated annual ratings to avoid going down the tortuous route to full dismissal or moved poor teachers around different classes to limit the damage.

Most incompetent teachers fail on several criteria: inability to keep order, impart subject matter effectively, accept advice, treat pupils properly or achieve a reasonable standard of work from them. What systematic appraisal should do is identify those who are consistently incompetent, offer them every help, and, if all attempts to improve the teacher fail, at least provide a fully documented case for dismissal, because some attempts at dismissal in the past have gone amiss through lack of proper documentation, written warnings and remedial action.

Finally, there is the question of whether people other than professionals should be involved in the appraisal of teachers. Pupils can provide feedback for teachers rather than appraise them directly, so small group discussions or an occasional written questionnaire can give teachers valuable, if occasionally threatening information about level of interest of a topic or field trip, whether pupils have understood, been fully stretched or found themselves baffled by a particular activity or lesson, and so on.

So far parents are concerned the difficulty is that they receive information secondhand from their children. Again the best use of their intimate knowledge of their children's reactions to school might be indirect rather than direct, fed into the head's consciousness, sometimes, perhaps, by governors, provided the information is well substantiated. There should, of course, be an even-handed reporting by parents of the many good features of teaching as well as complaints.

In answer to the question "Should governors sit in on lessons and appraise teachers?" however, my answer would be a firm negative. Governors should be kept fully informed about a school's appraisal procedures, should contribute to discussions and should certainly know about the nature of appraisals especially if there are serious criticisms, but I would advise strongly against lay people thinking they can actually conduct expert lesson appraisal. That is a professional matter.

E. C. Wragg is professor of education in the University of Exeter. He is the author of the book "Teacher Appraisal: a Practical Guide" published by Macmillan, price £3.95.

# Horses for courses

**John Sallis provides a selection of further reading and a list of useful contacts**

## BOOKS AND BOOKLETS

School Governors' Guide by Barbara Bullivant (80p)

Home and School Council 81, Rustlings Rd., Sheffield

The Effective School Governor by Joan Sallis (£1.25)

Advisory Centre for Education 18, Victoria Park Square, London E2 9PB

The School in Its Setting by Joan Sallis (£1.25)

More Questions Governors Ask by Joan Sallis (£3.25)

Summary of 1986 Education Act by Joan Sallis (£2.25)

Planning Your School Prospectus by Felicity Taylor (£2.25)

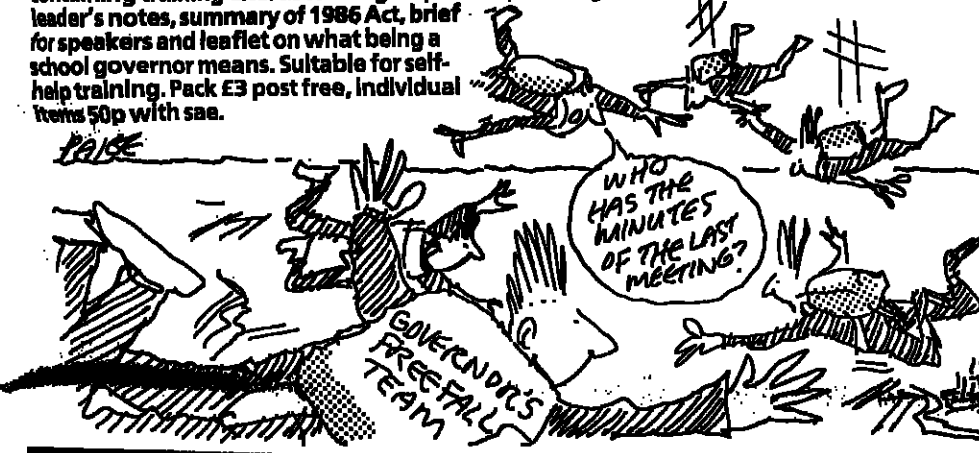
A to Z of Education by Elizabeth Wallis (£4.75)

Special Education Handbook by Peter Newell (£3)

## TRAINING PACK

A pack for a one-day training conference, containing training exercises and group leader's notes, summary of 1986 Act, brief for speakers and leaflet on what being a school governor means. Suitable for self-help training. Pack £3 post free, individual notes 50p with s.a.

Campaign for the Advancement of State Education, The Grove, High Street, Sawston, Cambridge



## SIX ACE INFORMATION SHEETS

Annual Parents' Meeting - Sex Education - Police in Schools - Exclusion - Teaching Controversial Matters - Governors and the Curriculum - (50p per sheet + 25p p and p. Full set £3 post free)

Education Rights Handbook (£3.50 post free)

School Governors' Handbook and Training Guide by Tyrell Burgess and Anne Sofer (£5.95)

A Handbook for School Governors E. Wragg and J. Partington (£4)

School Governors K. Brooksbank and Keith Anderson Second edition (1987) (£7.75)

School Governing Bodies Ed. Maurice Kogan

Parents' Rights in Education by Felicity Taylor (£3.95)

A Parent's Guide to Education by Maureen O'Connor (£3.95)

Why Don't Teachers Teach Like Like They Used To?

by Rachel Pinder

Children's Legal Centre 20, Compton Terrace, London N1 2UN

Kogan Page

Methuen

Longmans

Heinemann

Longman Self Help Series

Fontana/Collins

Hilary Shipman

## CASE STUDY

# All too keen

This is the suggested solution to the final training exercise in the series devised by Joan Sallis to give governors practice at the sort of problems which often crop up. They can be used in formal training sessions or by small informal groups on a self-help basis.

Last week's case history examined the conflicts arising when a keen parent governor antagonized the head.

This headteacher finds it very disturbing that someone other than herself should be involved in communication. This is a common and not unnatural reaction to a new situation. Bill Keen has done nothing wrong. The agenda and governors' non-confidential decisions are meant to be available to parents, and few schools have very good arrangements for giving effect to this right. The i.e.a. official was in my view using a proper distinction to draw a wrong conclusion. A parent governor is not a delegate mandated by parents, but to say that she does not represent them is silly. Of course, we must act with maximum awareness as the Taylor Committee put it, of the feelings of those who elected us, and this means communicating. We must, of course, be scrupulously careful to observe confidentiality and be discreet about the detail of discussion.

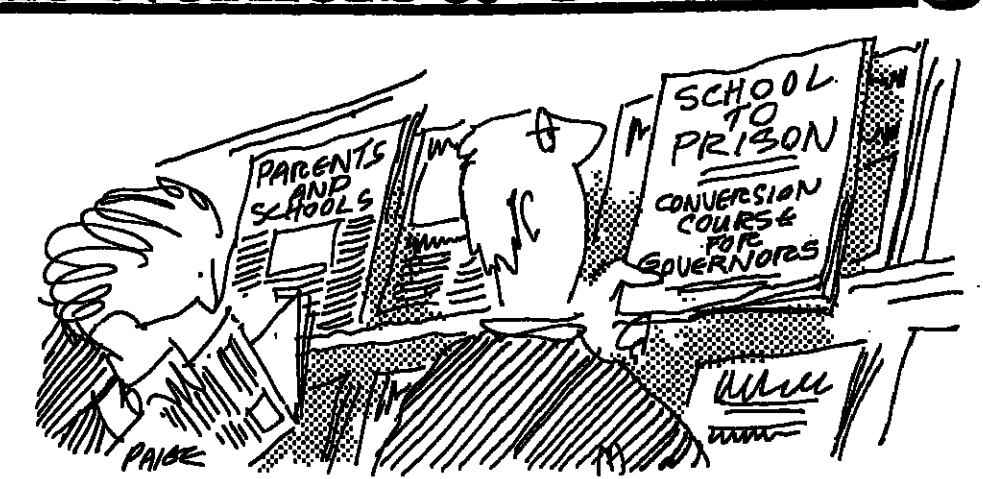
Having said that, governors can only work within a framework of friendly acceptance by the school. They are largely dependent on the school for the means to communicate, and Bill should not have asked teachers to distribute notes without the head's agreement. Far better to go to her first, say that he had thought of sending a brief communication with her permission, and showing her what he intended to say. He could have undertaken not to send out anything without showing it first. (This doesn't necessarily mean accepting censorship, but one thing at a time.)

Individual complaints are difficult. A governor must try not to become a complaints box, and avoid getting drawn into issues unless they concern many parents, in which case they must be taken up. Parents should be encouraged to raise purely personal anxieties themselves. Sometimes,

however, schools don't make it easy, and less confident parents need help. If there are a lot of complaints reaching a governor, it suggests that a school is not open enough. It may think it is, but it is what parents feel that matters. What Bill should do is to say to the head: "Look, I don't want to listen to individual niggles. It isn't my role, and I feel disloyal. I'd sooner people came to you. Couldn't we tell them that at a particular time you or a class teacher would always be available?"

It is always best for a governor to begin his or her relationship with the school on a positive note. Most schools have something they are proud of, do specially well. Finding out who is responsible for these special things and seeing them work, encouraging and publicizing, will start the relationship with the school on the basis of shared enthusiasms.

# Governors & Governing



## MAGAZINES

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Advisory Centre for Education (as above)

73, All Saints Rd., Birmingham B14 7LN

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## HELPFUL ORGANISATIONS

Campaign for the Advancement of State Education. (CASE) 25 years old. Campaigns for better state education facilities throughout life, not dependent on home circumstances, sex or race, and more public involvement in schools and colleges. Worked for parent, teacher and community seats on school governing boards.

CASE, The Grove, High Street, Sawston, Cambridge

National Association of Governors and Managers. (NAGM) Has worked for many years for more community based and effective school governing bodies. Promotes and organises training for governors. Publishes many helpful information sheets on various aspects of governing schools.

81, Rustlings Road, Sheffield

National Confederation of Parent/Teacher Associations. (NCPA) represents the home/school movement, promotes parent involvement in schools and on governing bodies, has helped with governor training in many areas.

43, Stonebridge Road, Northfleet, Gravesend, Kent

Advisory Centre for Education (ACE) Gives free advice to parents on educational problems. Works to promote more responsive schools. Publishes a magazine and many governors' guide books.

18, Victoria Park Square, London E2 9PB

Home and School Council Publishes many simple and inexpensive booklets on various aspects of home/school co-operation.

81, Rustlings Road, Sheffield

Open University Pioneer in distance learning for governors. Run a very well-respected course, materials still available.

Walton Hall, Milton Keynes, Bucks

Action for Governors' Information and Training. (AGIT). New co-operative organisation of local authorities, parents' groups and academic institutions working to improve facilities for training school governors and to spread good practice.

c/o Community Education Development Centre, Briton Road, Coventry



# Governors & Learning

## Forward looking

Joan Sallis argues that a lot needs to be done – especially in creating a more positive attitude by heads

But first we must look back. For the eager and impatient, progress may seem slow. Many governors still suffer frustrations because for every really good idea, it's the wrong time, the wrong place, or there is no money. A few heads and teachers are wary and defensive. Remember that some have had experiences of a discredited old system, and we have yet to shake off the guilt belonging to other times, places and participants. Sometimes they are defensive for they fear participation will become another privilege for the strong, confident and well-informed, and that the efforts of such governors will add to the inequalities in our schools. We have to care for all the children, and go on working to hand over the torch to those less strong, confident or well-informed.

Governors often feel that the L.E.A. are more interested in telling them what they can't do than what they can. They get frustrated with the slowness of everything. They find it hard to open up communication in schools, and don't know how to deepen their involvement beyond the carol service and harvest festival.

We must look at how far we have progressed. Twenty years ago, school government was almost a joke, irrelevant at best, corrupt at worst. Ten years ago the recommendations of the Taylor Committee (now a sort of prompter's copy of the 1986 Act and hardly controversial) were being revised as dangerously revolutionary. "a busybody's charter", or moonshine idealism. Five years ago many L.E.A.s were struggling to establish individual boards of governors where previously they had grouped schools in handfuls or hundreds for the purpose. Elected parent governors were still a novelty in church schools everywhere and in all schools in a few areas. We have come a long way, but even this progress is only a comma on the pages of history.

Governing bodies can only benefit by being released from the possibility of L.E.A. control. This will strengthen local government given a chance, since a strong voice for the school is also so for the local service. As soon as people can't wield power merely by being there and putting their hands up, they seek influence through their words and manifest commitment to the school. This changes the nature of debate and it changes people.

In some areas the reality will lag behind the law. If you take too long finding your place, the election of chair and vice-chair may be all over, and the same old people in. And if the law says that governors' affairs must be open, you may be surprised at how unreal the right to be informed can be when nobody makes proper arrangements to give it effect. You may find that a reference to the curriculum is still greeted with a shocked silence.

Patience, tact, and tolerance must be the new governors' stock in trade. They must

always expect the best of people. They must above all build relationships on positive things, find out what a school is most proud of, get to know the people responsible, encourage and advise it. We are not just a supporters' club in woolly hats and striped scarves. Uncritical friends and blind support are useless. Frank relationships will best grow from shared enthusiasms.

But what do we need from others if we are to advance to a whole school partnership? We shall have important and difficult decisions to make in the years to come, and the responsibility for the cohesion of the local service, its will to co-operate and not compete, community roots and its care for all children, may rest heavily on our shoulders. We may have to do for the local service of education what it can no longer do for itself – give voice to its values and reject the mean and self-seeking attitudes which the proposed new legislation may encourage. Someone must speak up for those children whose schooling is beset with problems; to ensure their place in the brave new world of the Great Education so-called Reform Bill.

We need headteachers to adopt positive attitudes to the whole venture, and see the scope for increasing their real authority – so different from authoritarianism – through a process of debate and consent. We need them to have a vision of the partnership for which we, suitably encouraged, could form a focus. We need them to have high expectations of us, share unanswered questions with us and to trust us with their problems. We need them to build structures whereby we can involve ourselves routinely in schools. There are many good models.

We need L.E.A.s, heads and teachers to be striving, always with our help, to make governors work a living and visible force in the school. That is the key to more participation. We need them to prepare for election, annual meetings with parents, governor events, all the time, not just when imminent, and approach them with the imagination they find for other things.

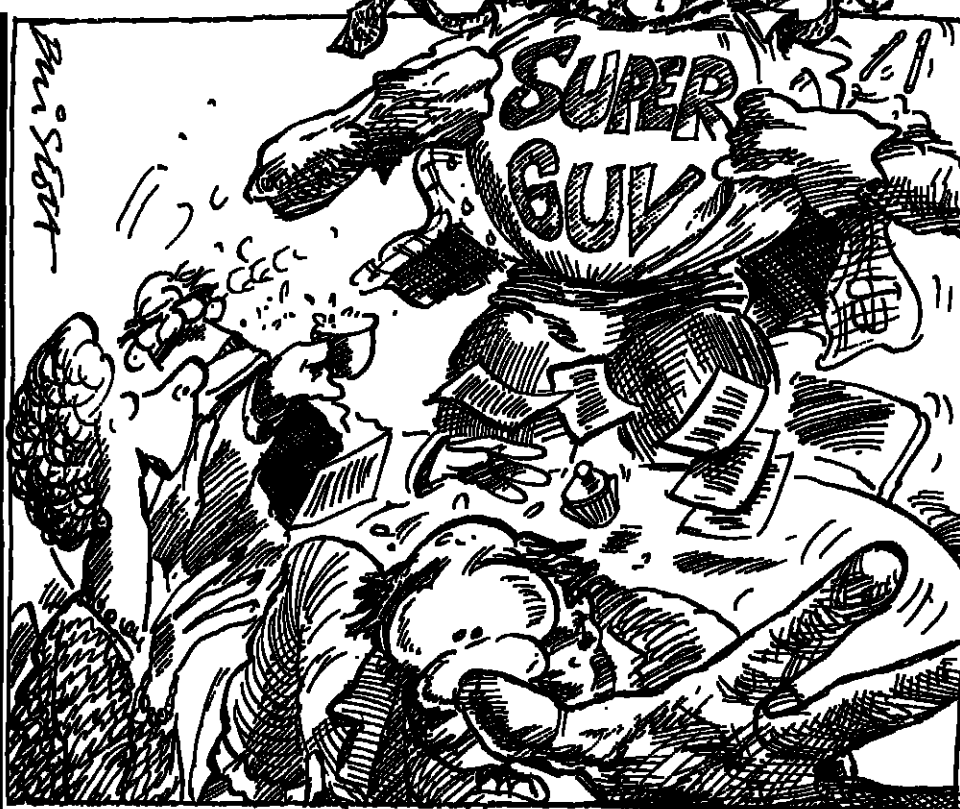
If participation is to work, efforts are needed to broaden parental involvement, and overcome the low self-esteem of so many whose role has been de-skilled. They need convincing that schools need their help, not just welcome it. The key is home help with learning schemes and opportunities for adults to learn skills in schools.

We need real support structures if the new rights are to work. Parents can't read governors' minutes in corridors or cold offices. Their right to read things will not exist in reality until all schools have a place for parents; a room, corner, or drop-in centre.

Open, lively parents' organizations are essential for good communication. We need efficient information systems in schools, and well-accessed guides, ideally in a loose leaf form which can be promptly updated.

We need open participatory training, not the parroting of rules made by others. But we don't need training to become pseudo professional. But help to be effective in our ordinariness, and for our ordinariness to be respected and needed.

It always has been needed.



## End of term exam

Ted Wragg

Governors who have worked their way through all the material presented in *The Times Educational Supplement* during the last few weeks are to be congratulated. However, as in many modern examinations, once you have completed the coursework, you have to take the test. The quiz below is lighthearted but serious enough. It is not a properly validated test, merely a set of questions about being a governor. Score one point each time you are able to respond "Yes" or give a correct answer which can be verified.

### A Curriculum

- 1 Have you read any curriculum statement the school may have prepared in recent years?
- 2 Do you know if the school operates through separate subjects or on blocks of time for integrated project and topic work or both (primary)?

Or do you know if the school teaches subjects like Biology, Chemistry, Physics, History, Geography, separately or through integrated fields like combined science and humanities (secondary)?

- 3 Do you know what schemes, if any, is used for number work or mathematics in your school (primary)?
- 4 Do you know what choices are available to children at the "options" stage (secondary)?

- 5 Do you know what the school does for children who are exceptionally able or who learn more slowly?
- 6 Could you say what the school is doing to deal with new technology such as micro-electronics and the micro-computer?

### B Teachers and teaching

- 1 Have you talked to any teachers in the school about their views on current issues in education?
- 2 Do you know what sort of in-service courses teachers in the school have been attending?
- 3 Have you talked informally to the head about life in the school and about matters such as teacher appraisal?
- 4 Do you know how teachers monitor and assess pupils' progress?
- 5 Have you asked teachers what difficulties they may be facing or what they may need to do their job more effectively?

### C Parents and Community

- 1 Have you ever asked parents what they like or dislike about the school?
- 2 Have you ever attended a parents' meeting?
- 3 Have you visited different parts of the school's catchment area?
- 4 Do you know what jobs parents in the area do, or what level of unemployment there is?
- 5 Are you familiar with any use made of the school outside normal hours by members of the community?

### D Children

- 1 Have you talked to any children in the

- school (other than your own if you are a parent governor)?
- 2 Have you been to watch any of the children's plays, concerts or sports?
- 3 Have you looked at any of the children's work, either on display or anywhere else?
- 4 Do you know how the school handles children with learning or behaviour problems?
- 5 Do you know what leisure interests children in the school enjoy?

### E Organization

- 1 Do you know how decisions are made in the school about policy and curriculum?
- 2 Do you know the names of your fellow governors?
- 3 Have you ever attended a meeting of the education committee?
- 4 Could you understand a simple financial statement about your school's budget?
- 5 Would you know how to get an item put on the agenda of your governors' meeting?

### F Action

- 1 If an urgently needed building project were continually deferred, would you know what action to take?
- 2 Are you willing to "get things moving" if governors' meetings become tedious or pointless?
- 3 If your school were threatened with closure, would you know what to do?
- 4 Have you ever volunteered to do anything at a governors' meeting?
- 5 Do you tend to sit silently at most meetings or defer to the head or chairman?

### Scores (out of 5)

- A Curriculum
- B Teachers and Teaching
- C Parents and Community
- D Children
- E Organization
- F Action

TOTAL

### Total score

25-30 You must frighten the life out of your fellow governors, the head and staff with your knowledge and energy. Do you ever sleep, pause for breath, say hello to the budge or your family, or for that matter, tell the truth in magazine quizzes?

18-24 Congratulations, you are a black belt governor. Two or three like you and the local authority will go bankrupt because your school will get all the resources.

11-17 You are probably strong in some sections of the quiz and weaker in others. See if you head to work at aspects where you obtained a low score.

1-6 If you are a new governor you have probably not yet had time to learn about the school, but if you have been a governor for several years, ask yourself how you can be more effective.

0 Resign, but only after checking your pulse. You may have passed away at a boring governors' meeting and been allowed to stay on posthumously.

For British read English

## Cultural imperialism

RICHARD BROWN  
CHRISTOPHER DANIELS

How is it possible for a multi-cultural curriculum in history to be developed when history teachers' approaches to British history are far from being multi-cultural? Schools and examining groups continue to produce schemes of work and syllabuses which are called "British" but which are, in effect, essentially English in orientation and values. We want to examine the reasons why this situation occurs and suggest ways in which it may be eliminated.

Any country which seeks to take over and assimilate other countries must seek to establish not merely political but cultural dominance over the subject people. This means destroying or at least denigrating their heritage – history, language, customs, ways of life – and substituting the heritage of the dominant people. This process of cultural imperialism has been evident in Wales, Scotland and Ireland, reinforced by a system of education that preached alien values through an alien church and language, and maintained either by replacing the native elites with "planted" English people or by making the native elites' economic survival dependent on subservience to the English economy and English values – the twin processes of colonization and anglicization.

The effect of this on history in schools has been twofold. Pupils in English schools tend only to examine the histories of the three other kingdoms when their affairs caused or effected responses in England. So the accession of James VI of Scotland to the English throne in 1603 is studied, but then Scotland is submerged until it is lost. When Scottish policies led to open confrontation. Yet the Scottish response is only important, it seems, because it caused Charles I to call an English Parliament. This may be quite justifiable, you may think, since Scotland was a separate kingdom in the 17th century. But the situation does not change when we study the 19th century. You could be forgiven for believing that nothing happened in the first half of the nineteenth century in Ireland apart from the Great Famine of the 1840's. Also, most pupils in Ireland, Wales and Scotland do a course in their own history which, though it may be related to England is rarely connected to the history of the other two countries.

Both these approaches have the following effects. They reinforce our ignorance of each other; they fail to generate a British (or perhaps for English) perspective of change and continuity through time and lead to a fragmented and culturally dysfunctional history curriculum and they perpetuate the myths of "barbaric Celts" and "land hungry English" of exploitation and resistance. Finally, they fail to acknowledge that a holistic approach gives a different perspective on the course of British history.

Higher education merely reinforces the situation in schools by turning out teachers with an ignorance of British as opposed to English history. If one of the justifications for studying and teaching history is to increase our understanding of British society in the past, this will not do. Those, and we are oversimplifying their position, who argue that history is simply a process and a means of teaching skills have

neglected the social purpose of history, the means of placing individuals in their context.

So how should things change? The emphasis in British history should be placed on its national dimensions. This should not be nationalistic history, though nationalism is an issue of major importance in Ireland, Scotland and Wales and is something that pupils should study. It is only through a national approach that many of the myths of the past can finally be understood and evaluated. We suggest a sixfold approach to the issue of British history. First, while not wishing to burden pupils with yet more content, we suggest that all pupils up to 16 should have experience in modules of British history as part of their "core" history curriculum.

Second, one approach for determining this core should be through identifying concepts, attitudes, values and experiences which are common to England, Wales, Scotland and Ireland as well as those which apply only to individual parts. How, for example, did the concept of "belief" apply to England compared to Wales, Scotland and Ireland in the 17th century? Where were the points of similarity and difference?

Third, approaches to GCSE should be based upon British not just English history in these syllabuses offering, for example, social and economic history. At present most British syllabuses do not do this. The integration of Scotland, Wales and Ireland into chapters of textbooks, not placed in separate sections at the back of such books, would be an excellent way of persuading pupils and their teachers of the value of an integrated approach. Have we got a far-seeing publisher who will introduce this in their next series of books commissioned for 16 and 18-plus use?

Fourth, as well as the English rather than British element there is also the tendency to treat England as one unit. Regions and counties need to be considered too, as a lot of generalizations are based on selected aspects of the country as if they were representative of the whole. Many English counties are almost completely neglected in history teaching, unless you live and teach in them: Northumberland, Cumberland, Westmoreland, Herefordshire, Devon, and Cornwall (using their historic titles) to name but a few. We should be introducing the diversity of "the kingdoms old", as Andrew Marvell wrote of them in 1650, as well as their similarities.

A good example of what can be done with aspects of regional history can be shown in the Cambridge Syndicate's *A*

## Jokey conquest

The Normans are Coming. By Gillian Clements. Pp. 128. Macmillan £4.95. 0 333 44 399 3.

The Normans landed and decided to eat at MacJarlod's, where, fortunately, frogburgers were on as a special. "Your bill Sir," said a waiter. "Non, I'm Pierre," answered an armoured knight. Meanwhile, William galloped ashore wielding a horse chestnut. "I'll show them who's Conqueror!" he cried. I have to say that it has been done before. There is a respectable head-

teacher in Leamington Spa who is known to recite a monologue about the Battle of Hastings which includes such lines as "He were offside but what could they do!"

However this book by Gillian Clements is really very funny. In essence it is a beautifully drawn version of the Bayeux Tapestry with subtle additions and alterations and speech bubbles containing the sort of jokes that children love to groan at. "Ten mucky fried chickens!" Finger licking good!

Gerald Haigh

## Search out

Philip Riden's *Record Sources for Local History* (Batsford, £17.95 and £9.95, 0 7134 4726 5 and 5726 0) is a compact guide to the extraordinarily tangled evolution of English and Welsh administration. Local historians venturing beyond the cosy intimacy of their county record office towards the daunting portals of the PRO will welcome its advice on where and how to search in Fortress Kew's vast and varied collection.

Tom Corfe

## Romping with Alfred

Presenting the Past:  
Book 1: Invasion and Integration. By Haydn Middleton and Henrietta Lyster £3.95. 0 19 913300 X. Book 2: Rulers and Rebels. By Haydn Middleton £3.95. 913301 8. Book 3: Reform and Revolution. By Derek Heater £4.95. 913313 3. Oxford University Press

Alfred and the Cakes, not once but four times; that sums up the strengths and occasional weaknesses of this glamorous series. So far as content is concerned, this is traditional stuff, but its presentation meets today's craving for evidence, evaluation and interpretation. Its romp through English history, has unexpected additions and surprising twists, but in the main concentrates on familiar kings and battles, slipping in snippets of social background as appropriate and launching out to deal with foreigners whenever their revolutionary behaviour impinges on English consciousness. The narrative is clear, with a sharp eye for revealing detail; but it sacrifices the smooth flow of second-hand story-telling to incorporate at every turn lengthy gobblets of primary material. Hence the four versions of Alfred's upset; but in this case they all derive from a single dubious original, and the effort seems rather wasted.

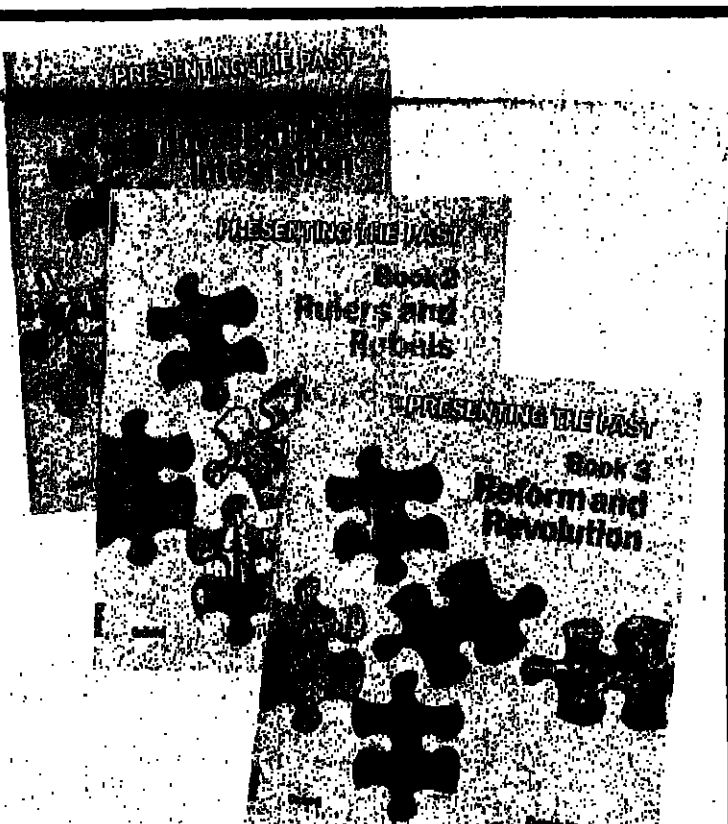
When it comes to "presenting the past", you can rely on OUP and its authors to do so colourfully and efficiently. There are gaps: earth-shattering events like the Industrial Revolution just happen, with no noticeable

causes and strictly limited results; Scotland, Wales and Ireland appear mainly in order to be conquered; and you must look elsewhere for the customary preliminary canter round Mediterranean civilizations and British prehistory. But most topics likely to turn up in a three-year course are covered, with clarity and in depth. The sources quoted so liberally are well chosen, often unfamiliar; Anna Comnene comments caustically on the crusading bosses who pestered her father, while moderns like Robert Graves, Seamus Heaney and Peter Laslett are roped in to supplement inadequate contemporaries.

The pictorial evidence is superbly reproduced. It ranges from Ottoman illuminations and Canterbury's miracle windows to lurid paintings from the Flemish Renaissance and glamorous images from Hollywood and Maoist China. Most pictures, but not all, are adequately identified; most are used sensibly as evidence. Photographs, diagrams, cartoons and excellent maps all help, though slips creep in: East Prussia's absence from post-1919 Europe leaves the Polish Corridor looking lost, while Keresnky and Imre Nagy are cleverly disguised; and that imaginary Medieval village has now a neat fence around its open fields. Nor is the text faultless, missing up the tale of the Rainhill trials, for example.

These are minor blemishes in a first-rate textbook series, soundly written and splendidly illustrated in an attractively packaged blend of old and new.

Tom Corfe



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EXTRA

## Assessing drama for GCSE history



A fifth-year coursework exercise on the Irish Famine

## Acting it out

MARTIN TUCKER • JENNIFER TUCKER • GRAHAM KING

Like most teachers we know how it feels to be rolled over by a bandwagon. One trundled through Norfolk last year. Newly emblazoned on its side were the words "GCSE History". The repertoire included many old favourites, (but all with updated - and often appalling - arrangements), as well as new tunes such as "I know, Understand, and Can Do", and "Process, not Product". It's always easy to be cynical about bandwagons, but the band on this one did strike one interesting chord.

We liked the proposal that some coursework marks could be earned for assignments presented in a non-written form. This was a very nice idea, but what would it mean in practice? Perhaps a scale model of the Krak des Chevaliers made out of confiscated matches? A Bayeux-style tapestry in conjunction with the textiles department? Or maybe a space invader computer simulation of the defence of Rorke's Drift against the Zulus? Hay thoughts, but with class sizes of 20 to 30 and extremely limited resources, such ideas were, of course, pure fantasy.

The one area where such experiments could be successfully and safely tried was in the development of role-play or drama. This is something which most of us have used for a long time in history. Role-play nearly always interests and stimulates the pupils as well as demanding imagination, strict historical accuracy and attention to detail. So the plan was agreed: base one piece of coursework on historical drama and assess the students by means of the spoken word.

Now we had to turn the idea into practice. And, as always, we started to appreciate our own problems were just beginning. We realized that we had never before tried to assess our drama work formally. Certainly we had complimented our students when they had done well, and criticized them when they had done badly. Their perform-

ances had even been noted on reports, but they had never been marked out of 10. How should we go about it? At this stage we were lucky on two counts. First, the SREB produced an excellent booklet on assessing "empathy". Second, the English department at Hobart told us how they assessed similar situations. Armed with this information, we could go on to the next stage of setting up the coursework.

We planned for our pupils to develop a piece of role play based on Ireland's past. They would work in groups of various sizes and would be assessed not just for their finished "production" but also for their contributions in the developmental stages. In assessing their work we would be looking for the three main levels of empathetic understanding suggested by the SREB working party. These are:

a) *Everyday Empathy* - where pupils put themselves into the shoes of people in the past but tend to "apply their own 20th-century motives, attitudes, feelings and values to the behaviour of previous societies".

b) *Stereotype Historical Empathy* - at this level, the students begin to understand that people in the past held different values and they begin to empathize with these values, but find it "difficult to go beyond the stage of stereotype empathy where they would assume that there was one Victorian world view or an Elizabethan world view".

c) *Differentiated Historical Empathy* - where the highest marks should be given to those pupils who "can justify their conclusions or explanations of not only why people thought and felt differently from those living today but also sometimes differently from their own contemporaries".

We allowed the following marks for each level:

(0-3) for *Everyday Empathy*

(4-6) for *Stereotype Historical Empathy*

(7-10) for *Differentiated Historical Empathy*.

In order to have something concrete for the moderator to judge us by, we would record some of the scenes. These would come from across the mark range so that the moderator could put our estimates into perspective.

In practice, with three varied GCSE groups, the whole exercise worked really well (honestly). Most of the pupils rose to the challenge. When a group was good, it was very good - committed, even impassioned. In otherwise troubled times, it made one remember some of the joys of teaching and it was satisfying to reward pupils for trying to experience the past rather than just analysing it.

On the other hand, it was undoubtedly successful partly because it was an experiment into which everybody invested lots of time and effort. Graham King was loaned by the English department to run the groups so that we could concentrate on assessing. One might ask if it would go so well with the history teacher alone.

The sense of special occasion encouraged us to make a series of telephone calls, deals and a 20 mile round trip in order to borrow the county video camera for the day. The camera acted as a marvellous magnet, drawing out the pupils' performances and became a source of "feedback-fun", but could we always be sure of having one?

Finally, as a method of assessment, we discovered that oral performance was particularly acute in its differentiation of students. The very weak students were plainly as terrified of performing as they could have been of any written exam and their limitations were openly and painfully obvious. This method is not necessarily the lifeline for the non-literate student.

So there you have it. One attempt at non-written assessment. It wasn't always easy but it did work and it was rewarding. Certainly we plan to do it again. If anyone has any comments or further ideas, we would like to hear them.

Martin Tucker is head of humanities, Hobart High School, London, Norfolk. Jennifer Tucker teaches at Eaton CNS School, Norwich. Graham King teaches English at Hobart High School.

## The microcomputer in GCSE history

## Producing the guidelines

SIMON WOMACK

Spend any length of time in the company of other history teachers today and the conversation is bound to turn to the subject of the GCSE examination. The discussion is likely to be wide-ranging, probably including the pedagogical strategies involved in teaching towards GCSE, the collection of resources and the preparation of course work units. However, it's very unlikely that even the most casual reference will be made to the use of a microcomputer in GCSE history.

Why is this the case? An educated guess would suggest that lack of computer hardware and expertise on the part of history staff and lack of access to micros would provide some of the answers. But an equally plausible one would be that no guidelines have been available to a history teacher who is considering the use of a computer in GCSE course work assessment.

At Sheffield University, we have been involved in the production of guidelines to fill this vacuum. These explore the potential and practicalities of using a computer as an integral part of the coursework assessment of GCSE history, and they have been circulated to the examination board groups for their comments.

For the sake of simplicity, guidelines of this nature could only address the uses of micros in coursework assessment: word processing, databases and simulations, together with some general reference points concerning differentiation and authenticity. Within this framework there could be no scope to include microcomputing developments which are still in their relative infancy. For example, authoring programs may well have a significant impact upon the variety and sophistication of the material a pupil could present in coursework, but few history teachers or examination boards have sufficient expertise in using them.

The first section of the guideline document addresses the general points which would need to be considered before making any attempt to construct a coursework assignment involving the use of a microcomputer. These include the need to distinguish between a candidate's ability to use the computer and the use made of it to demonstrate his historical ability.

Consideration is also given to both the need to ensure that the use of a microcomputer allows sufficient opportunity for differentiation within the coursework assessment and that it must conform to the supervision and authentication regulations as laid down by the examination board.

Word processing is addressed in the second section of the document. Examination boards have generally accepted typed work from candidates, provided that the teacher has access to preliminary notes and was able to ensure that the final copy was the student's work. This would equally well apply to the use of a micro. However, most word-processing packages are more sophisticated than a typewriter. They often include the facility to incorporate data directly in written, tabular, graphical or statistical format text. The use of such features by a candidate would probably be acceptable if the students were using them to demonstrate their historical ability.

After word processing, the integration of data might be adopted relatively quickly by history teachers, both as part of their teaching towards GCSE and as an aspect of coursework assessment. Indeed, after examining the comments and claims of history teachers using historical databases with their students, there are ample grounds already for investigating whether such work satisfies the "Assessment Objectives" 3.4 to 3.4.3 as laid down in the national criteria for history. Section three of the guidelines is devoted to the use of databases.

It is important here not to confuse the actual data interrogation or handling system with the historical data held within it. For the purposes of these guidelines attention is focused accordingly on the way files of data are questioned and analysed, and how this in turn may demonstrate a specific element of historical thinking.

The guidelines then go on to draw the distinction between the use of previously prepared databases and the instance where a student creates a new historical database.

The final section concerns perhaps the most contentious use of computers in coursework, simulations. This is an all-embracing term which can reflect a diversity of software. If a simulation is to be considered for inclusion in a coursework assignment then, it must have both "historical validity" (to allow demonstration of his or her historical skill) and "sufficient variety of outcome within the program to facilitate differentiation" (between candidates by the examiner). It is extremely unlikely that simulations which are limited in both the number and variety of causes and outcomes would be acceptable for coursework assessment.

History teachers who are considering the use of simulations in coursework will also have to exercise some degree of caution when evaluating the claims made for a particular piece of software. It will be insufficient for the purposes of assessment for software merely to engender empathy. It would have to "clearly measure the assessment objective as set."

The examining board groups have reacted with interest towards the document. They are keen to try and provide the opportunity to choose different styles and methods of coursework, and the micro would be included within this range. The regulations of the London and East Anglian Group already make some provision for the use of micros in coursework.

Of course this can only be the very beginning of the dialogue with the examination board groups. Naturally, they want to consult their History Subject Committees and to discuss reservations and practicalities concerning such matters as how modernisation procedures would cope with the use of microcomputing.

Even if the provision of guidelines sets in motion an examination of why computers are disregarded by history teachers in GCSE coursework, it is possible that any further progress will be abruptly halted by the inertia of historians and history teachers, who cannot define a role for computing either within the subject or as part of the progression towards vocational activity.

Considerable time and effort has gone into publicizing the potential of micros in teaching history, to show the challenge and opportunity it affords to the teachers and pupils alike. History teachers already steeped in the "New History" will be aware of the emphasis it places upon handling data, its abstraction or synthesis, and this is precisely one example of how micros can be best applied.

If we ignore the possibility of using such applications, we could be in danger of penalizing both the future of history in schools and the examination system. The guidelines are only a start in drawing the attention of history teachers and examining board groups to the potential and pitfalls of using micros in GCSE coursework assessment. Because of their general nature they cannot hope to be comprehensive in covering the regulations pertaining to each individual syllabus. The next stage lies in the hands of history teachers.

Simon WOMACK is a research fellow in the Division of Education at Sheffield University.

EXTRA

Religion often has a political edge, and in 19th-century Wales society it symbolized division between the predominantly English, church-going gentry and the Welsh speaking, non-conformist workers. The conflicts, for example, were common, and the situation was not finally resolved until 1918 when Lloyd George disestablished the church in Wales.

As religion played such a major part in the century's events, museums, archives and historical societies are doing their utmost to safeguard this heritage. The work is based at the Welsh Folk Museum, at St Fagans near Cardiff, where an 18th-century barn-like Unitarian chapel transported from the Teifi Valley in west Wales, has been re-built stone by stone.

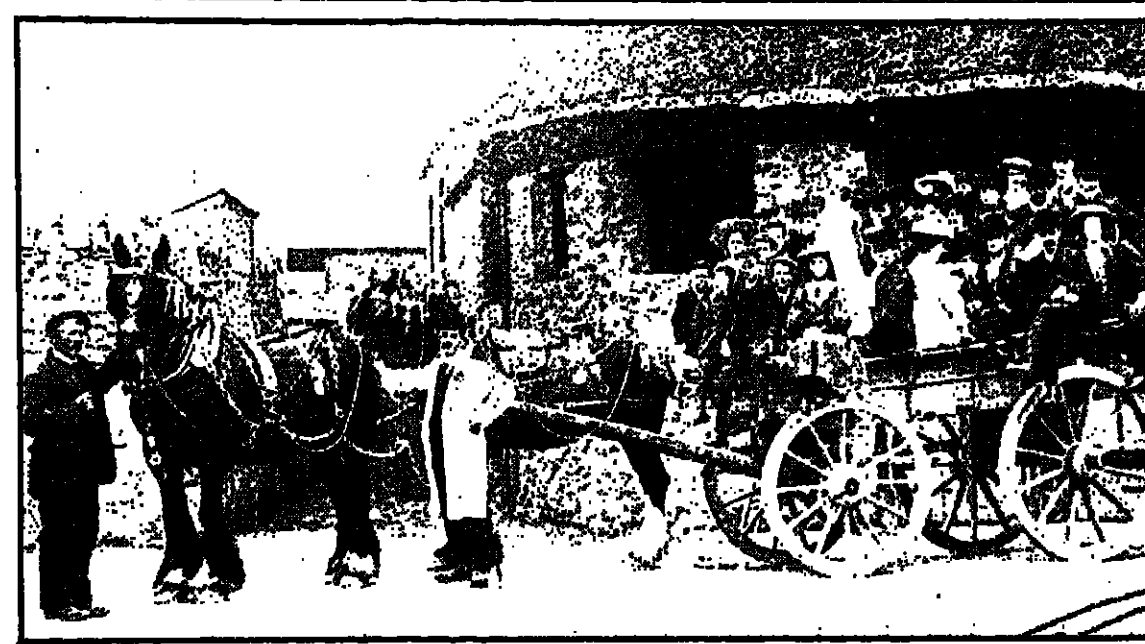
"The building is typical of early non-conformist architecture", explains the museum's education officer, Walter Jones. "And it is one of the earliest chapels to have survived in Wales. It was opened in 1777, had an earth floor and was leased for a shilling a year from the local landlord. As well as being a chapel, it was used as an elementary and a grammar school. Ink bottles, quill pens and a 'Welsh Note' were discovered when the interior was being dismantled for transportation to St Fagans".

The schools' link is retained today because the chapel is a major attraction for the children who visit the folk museum. It is part of the day-long itinerary for primary pupils - they spend the morning in the restored Victorian school re-living their great grandparents' schooldays, and the afternoon in the chapel learning about religious and social history. For authenticity's sake, chapel activities take place in Welsh wherever possible, and even monoglot English speakers learn at least one Welsh hymn.

Surprising though it may seem to the children of today, the chapel was the focal point of village life. "The social year revolved around it with singing festivals at Easter, outings in the summer, harvest celebrations in the autumn, plays, concerts, lectures and the Christmas celebration in the winter", says Walter Jones. "That is represented here by school groups using the museum chapel to stage school plays and hold music workshops."

Occasional services such as the Plygain (the traditional candle-lit early Christmas morning service which is the Welsh equivalent of Midnight Mass) are still held in the museum chapel. Plygain is about to become an annual event, as they have an archive specializing in the ancient carols which were sung once a year at this service.

A visit to the chapel often motivates classroom projects on religious history. The subject is an option on Mid Glamorgan's primary curriculum, and the county has developed a teaching



From the archives: a Sunday School outing in the 19th century

The Welsh Folk Museum - safeguarding the heritage  
Stone by stone

IOLA SMITH

pack on the topic in association with the folk museum.

During the 19th-century, 80 per cent of the Welsh population were chapel members. The museum, however, is anxious to include an example of both sides of the religious divide, so it is in the process of dismantling a medieval church - St Tello's from near Pontardulais - and transporting it to St Fagans. Its original location had been a religious site since the 6th-century, and the existing church building dates from 14th. It was consecrated in 1972, and since that date at Pontardulais it was damaged by flood, subsidence and vandals. Much reconditioning work will have to be completed before it is open to the public at the new site.

Restoration work so far has revealed unexpected results. Beneath undercoat of the regulation Reformation and Victorian whitewash were hidden the best examples of medieval wall paintings in Wales. Dating from 1400, they depict St Catherine, the death of Christ and St Christopher, and photographs of the paintings are already on show at the museum. When restoration is complete, the church will look just as it did 500 years ago. It will be unique in more than one respect. The only parish church to be removed

to another site in Britain, it will also be the only one with a complete medieval decor.

According to Walter Jones, the museum also has jurisdiction over some buildings which have remained at their original sites in various parts of Wales. "For example, a disused chapel at Tre'r Ddol near Aberystwyth has been converted into west Wales' museum of religious life. In addition to housing authentic artefacts, it also accommodates touring exhibitions such as the current display of memorabilia celebrating 200 years of the Sunday school in Wales. Open from April to September each year, this chapel is used chiefly by local primary schools, but the anticipated introduction of a full schools' service should result in it being used by groups from outside Dyfed.

To co-ordinate the protection of Wales' religious heritage, an architectural/historical society called "Capel" has just been established. "It aims to study, record, interpret and publicize the architecture, archives and associated artefacts of nonconformity in the Principality," says the society's secretary, Gerallt Nash. "Simultaneously it seeks to encourage preservation and advice on conservation". It enjoys close liaison with the family history society and Wales' Victorian society, and hopes to involve schools in its activities.

During the summer term, for example, it will host visits to chapel sites; and subsequently will hold bi-annual lectures and establish a series of resource centres where local chapel records can be deposited. The society will pay particular attention to architecture.

Schools are being invited to contribute by sending photographs and project documentation on religious history from their locality. They are also asked to act as watchdogs to alert the society if any chapels in their area are about to be closed. "Capel" is anxious to preserve the original architecture wherever possible, and the society hopes that buyers will respect the character and historic significance of chapels.

## Divide and rule

British Government and Politics. By D. Stephenson.

Longman £5.95. 0 582 29681 1.

Politics in Action. By Chris Leeds.

Stanley Thorner £4.50. 0 8950 188 4.

How Parliament Works. By Paul Silk.

Longman £16.95. 0 582 35567 2. £6.95. 0 582 35566 4.

Basic Political Concepts. By Alan Renwick and Ian Swinburn.

Hutchinson £4.25. 0 09 107771 4.

Political Institutions in Britain. Edited by Lynette Robins.

Longman £5.95. 582 35495 1.

Politics Made Simple. By J. R. Thacker.

Heinemann £4.95. 0 434 98514 7.

Government and political studies attract large numbers at A level. Politicians fall over themselves to appear before these inquisitive voters, but a greater influence must be what they read in the course of their studies, and these days there is increasing choice. Most of these new books are written with A level in mind. Thus they concentrate on the British political system. *Politics Made Simple* is more wide-ranging. Although it does claim to embrace the contents of A level syllabuses, it doesn't give the detail needed for papers on modern British politics, or British political institutions. The vocabulary is tricky too. In the first section, "What is politics?" we encounter the phrases: "political socialization", "the agglomeration or association of political attitudes", "empirical political analysis", and "the normative and ethical aspects of political problems". And that's just page seven. It looks remarkably like politics clear account, which by its nature lacks the spice of journalistic ebullience, but very abstract from the whitewash of the history of politics from Ancient Greece onwards, to the discussion of ideologies and issues in the modern world. Politics teachers might well be inclined to keep this one to themselves.

*British Government and Politics* is very different in its direct application to the A level syllabus. It's one of Longman's *Exam Guides*, designed to consolidate the syllabus at revision time, not a textbook. It divides its subject into topics and lists recent examination questions from the various boards, giving some short outline answers and a specimen "tutor's answer" too. There are some useful references to books, articles and newspaper reports, and an excellent guide to writing exam essays, which could be taken as a model for essay writing right through the course. This is admirably devised and presented.

*Politics in Action* is a sourcebook, and will be equally useful. Its collection of extracts from political memoirs and biography, and articles, comment and statistics which have appeared in the press over the past few years is well researched. The spectrum ranges from "The Alms of the Monday Club" to "Marxism Today", and includes extracts from party publications and election propaganda. *Options* and *Good Housekeeping* as well as the "serious" dailies and weeklies. All of it, of course, is representative of opinion in Britain today, and the fact that much of it is polemic rather than an attempt at objective comment adds to the interest, and, for the cautious student, to the insight as well. Chris Leeds has walked the tightrope of impartiality with a sure step, grouping extracts into topics with exercises and questions for class discussion. Teachers of politics have to be avid readers and handy with the scissors; they are the most bitter cursers of copyright rules. How are you supposed to teach a subject in which a premium is placed on topicality if you can't photocopy newspapers? *Politics in Action* will help out, though it won't solve the problem.

*How Parliament Works* is a full and clear account, which by its nature lacks the spice of journalistic ebullience, but very abstract from the whitewash of the history of politics from Ancient Greece onwards, to the discussion of ideologies and issues in the modern world. Politics teachers might well be inclined to keep this one to themselves.

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prisingly not one of the most obvious: a "nine to five" parliamentary day and thus eventually a more equal balance of the sexes among MPs.

Politics is still apparently seen as primarily a male preserve. It would have been nice if the authors of *Basic Political Concepts* had taken the opportunity of a second edition to try to eliminate their sexist language. Perhaps it's no wonder that more young women don't enter politics, even after studying the subject at A level in the large numbers they do, when their basic texts are written as if they weren't included. "Natural law rests on what men believe to be their inalienable rights". "Both criminal and civil laws are man-made". "Too few women haven't been consulted. No wonder we feel excluded."

Students might be forgiven for thinking that the most boring title here is *Political Institutions in Britain*; its subtitle, "Development and Change", might explain why actually it's the most exciting. Because ours is an unwritten constitution, it is constantly open to change. Is Cabinet Government on the decline? Is the Prime Minister becoming increasingly dictatorial? Have the trade unions ceased to be part of the power base of the country? Is the Civil Service still non-political? Is the House of Lords becoming less of a poodle and more of a watchdog? The issues are explored in a series of incisive and interesting articles, drawing mainly on the experience of the Thatcher years. One of the most interesting articles discusses the impact of putative Alliance breakthrough. Because of the geographical distribution of support for the two major parties, the Conservatives are shown as much more at risk. If Labour support nationally dropped to 25 per cent, the Party would still have nearly 200 seats in Parliament. At a similar level, because its support is so much less concentrated, the Conservatives would hold only 12. Of course this year's election, and subsequent events in the Alliance, have thrown all this into a new light in the past few months. Publish in election year at your peril; politics makes fools of us all.

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## Nazis

National Socialism in Germany. By Niall Rottman.

Macmillan £3.95. 0 333 41248 6.

Atlas of Nazi Germany. By Michael Freeman.

Croom Helm. £25.00. 0 7099 1073 8.

The twelve-year history of the Thousand-Year Reich is nicely packed with seductive attractions for GCSE or A level, and formidable dangers as well. Thread your way past archetypal baddies, emotive imagery and epic nonsense; forget that never in the course of human folly have so few merited the resentment of so many; then find beneath the surface, if you can get there, a succession of surprises, anomalies and disappointments. Familiar villains are unmasked by their own words as confused, incompetent, ordinary little men, fooled by their own dreary rhetoric. Meet these practitioners of platform historicism behind their chosen scenes and they turn out muddled and uncertain, inarticulate and uninteresting. Their propensity to lash out in melodramatic gestures is the instinctive reaction of men incapable of dealing with complex realities. We rightly dread the demagogue who mesmerises his audience and himself; any anthology like the letters, speeches and diaries of *National Socialism in Germany* reveals inadequate mountebanks behind imposing postures.

Similar, and even more startling, are some of Michael Freeman's revelations in his analytical *Atlas of Nazi Germany*. Beneath the image of a ruthless, monolithic Reich under a masterful leader, challenging fate and common sense in its awesome drive to destruction, lies a sequence of pathetic muddles. "The maze of incongruent jurisdictions which characterized the Hitler State" are dissected here with the clarity only cartography can provide. Amateurish rival bureaucracies overlap and entangle in tortuous complexity.

The *Atlas* embraces much else besides administrative failure, covering every aspect of Nazi history in maps, graphs and diagrams of admirable lucidity, and summarizing much recent research. The failures of educational policies in peacetime, the successes of economic and armaments production in wartime, are equally clear. The Nazi state was a very curious amalgam, and this *Atlas* illuminates some very odd corners as well as its more familiar aspects.

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Tom Corfe

## Worldly

The New State of the World Atlas. By Michael Kitron and Ronald Segal.

Heinemann Educational £12.95. 0 435 35497 3.

At Atlas of World Affairs. By Andrew Boyd.

Methuen £16.95. £5.95. 0 416 01172 1.

Whether somebody is studying history, social sciences, international relations or simply interested in current affairs, these books are a mine of information, facts, figures, quotes, projections, maps and diagrams. The choice of which book to buy is dependent upon the reader wanting an issue-based or geographical-based approach to world affairs, even though the books cover many similar areas, but in different formats.

The *New State of the World Atlas* in its revised and updated edition has 57 lavishly illustrated maps covering a wide range of topics grouped under themes such as the aggressive state, arms and the state and the environment. The maps are supported by notes at the end of the book. It would have been helpful to have had an index but this is substituted by a fairly detailed contents page. *Atlas of World Affairs*, in its eighth edition and now 30 years old, contains 73 topics

crossed referenced where relevant, each with a black and white map and contains an index.

The books coincide on issues such as natural resources, the scramble for the Arctic and Antarctic, and world population projections. Kitron and Segal include new information in their edition on military spending, the new role of China, the collapse of oil prices and the abandonment of inflation. Andrew Boyd offers a more general political update and a brief historical background on trouble spots of the world, considering, for example such areas as Gibraltar, the Gulf, Malaysia, and the Middle East.

These books starkly show the wealth gap in the world; the arms race and appalling social conditions such as pollution and urban blight. World that they were required reading for government.

Richard Evans

Martin Tucker is head of humanities, Hobart High School, London, Norfolk. Jennifer Tucker teaches at Eaton CNS School, Norwich. Graham King teaches English at Hobart High School.

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EXTRA

DIG - An archaeological simulation

# Investigate, analyse and interpret

GREG STRAGNELL

The development of new approaches to the teaching of history in recent years has brought about a welcome re-evaluation of the relevance of history in the curriculum and a re-appraisal of the methods history teachers use to achieve an ever-increasing range of historical objectives. At the same time, the development of microtechnology has made new resources available to all teachers, and the combination of these two developments has provided the history teacher with new and exciting means of helping pupils to appreciate historical study. Gone, one would hope, are the days when the study of history involved memorizing an endless list of names and dates and "facts" which many of us suffered in our childhood. Instead, the study of history now involves an appreciation of the importance of historical evidence and the development of the skills of analysis and interpretation upon which historical knowledge is based.

For some few years microtechnology has been helping teachers show pupils how to present, analyse and interpret evidence. The application of microtechnology to the investigation of census returns, for example, is fairly common in schools, and the power of the microcomputer enables pupils to investigate the past through a study of the historical evidence. Pupils now have at their disposal the power to investigate seriously historical documents of all sorts and the teacher can concentrate on encouraging children to pose the "right" questions which will enable them to discover and interpret their historical heritage.

Computer simulations can also put children in the role of statesmen of the past forced to take decisions based on the available information and then to live with the consequences of those decisions. However, these two applications of microtechnology have usually been kept separate in the history curriculum. Computer simulations have been mostly concerned with encouraging the development of empathy and an awareness of cause and consequence while the application of microtechnology to census returns, parish records, etc have been principally concerned with encouraging an appreciation of the need for analysis and interpretation of historical evidence.

In Oxfordshire, history and/or humanities teachers have been able for some years to use the microcomputer to combine the interpretation and analysis of historical evidence with historical simulation in the package DIG. At the same time DIG promotes what is arguably the most effective use of the computer in schools: as a tool which children can use to investigate a problem. The computer helps the pupils appreciate archaeological techniques and the importance of historical evidence, and is not an end in itself.

DIG has been developed as part of the Oxfordshire Modular Computer Education Course to portray a realistic and historically accurate archaeological simulation in the classroom. Since digging destroys evidence, few children will be able to take part in an actual excavation. However, by using this scheme they can appreciate the methods of excavation, recording and subsequent analysis which help the archaeologist understand the past.

DIG, like the other modules in the Oxfordshire Modular Course, is a scheme of work, not just another computer program. The package comes complete with the relevant software, pupil worksheets and information sheets; with Find Cards relating to the archaeological evidence, teacher's notes, suggested lesson plans, etc. The Oxfordshire scheme was developed to encourage the effective use of the computer across the curriculum and, at the same time, to provide teachers with a tried

and tested method of integrating the use of computers into their curriculum area. The scheme makes it easy for the computer novice to get started successfully, yet at the same time it retains sufficient flexibility for teachers to modify and amend the module to suit their own situations.

DIG is concerned with developing pupils' awareness of archaeological techniques such as excavation, recording, stratigraphy, dating and the interpretation of features and finds. Throughout the module the emphasis is on the pupils' interpreting and analysing the historical evidence discovered while "digging" the site and developing analytical and decision-making skills. After having investigated the site thoroughly pupils will be able to produce a clear, reasoned account of the history of the site based on the evidence they have recovered.

The module of work is based on the excavation carried out by the Oxford Archaeological Unit at Claydon Pike near Lechlade in Gloucestershire. The site consisted of four levels: an Iron Age settlement, a Roman garrison, a Roman Villa and an Anglo-Saxon burial ground. By using the module and the program, children can excavate and investigate all four levels and can relate the knowledge gained from the simulation to background material about the Iron Age and Roman Britain. As far as is possible, all the information contained in the simulation is historically accurate and by investigating the simulation pupils

can develop a realistic hypothesis about the nature of the site at any of its four periods of occupation.

The Structure of the Module Pupils begin their work on this module with an introduction to general archaeological techniques, including the need to keep accurate and careful records, the nature of archaeological finds and their analysis and significance.

Pupils then carry out an investigation of the site to be excavated, using maps and plans of the Claydon Pike site based on the evidence of crop and field marks and the results of field walking. Using this evidence children can decide where on the site they might begin their excavation.

Working in groups of about three, the children then use the computer to "dig" the site. As they uncover physical evidence and recover "finds" they are referred to a collection of Find Cards which encourages them to investigate the finds further, interpret the evidence concerned and ultimately to propose an hypothesis concerning the nature of the site. In a situation where there are not enough computers available for all the children to be "digging" at once, the module contains a number of worksheets concerned with interpreting archaeological evidence for those children initially working away from the computers. However, after a group has used the computer for a time and recovered a number of finds, they will need to spend time away from the computer investigating and completing the tasks on the Find Cards. This will then free that computer for another group.

Using the Program Using the program and "digging" the site is very straightforward. Pupils issue the command DIG and the computer will request the letter, number and level of the square to be excavated. Pupils can view the whole excavation site at any stage by typing the command MAP. Having excavated a number of squares and recovered a variety of finds, pupils leave the computers and investigate the finds by referring to the appropriate Find Cards.

Conclusion DIG is being widely and successfully used in Oxfordshire schools as part of the history or humanities curriculum. It gives pupils real experience of interpreting and analysing evidence which they have uncovered and of placing together the available evidence to form an hypothesis which can then be investigated further. The scheme of work can be used as part of a "what is history" approach to the importance and relevance of historical evidence, or as part of a study of Roman Britain. In addition to the historical skills the module helps to develop, pupils are also very much involved in developing research skills as they investigate their finds. Pupils are also involved in a great deal of organization and planning and collective decision-making as they work through the module and excavate the site.

The program DIG is available for the Research Machines 3802, 4802 and Nimbus. Classroom materials and details of how to run the program are contained in the Oxfordshire Modular Computer Education Course booklet "Humanities Module 4". A boxed set of Find Cards is included containing details and follow-up work for more than a hundred finds.

Further information about DIG or any of the other modules in the Oxfordshire Modular Computer Education Course from The Computer Education Unit, Wheatley Centre, Littleworth Road, Wheatley, Oxon OX9 1PH.

Greg Stragnell was Head of History, Chipping Norton School before becoming head of the Computer Education Unit.

Active learning in history

## On the tow-path

ROSEMARY KAYE  
JILL SAFFORD

It's all very well you getting us to bring a "canal" packed lunch, grumbled one fourth-year girl gazing forlornly at hunks of wholemeal bread wrapped in unwholesome cloth, "but that video camera of yours, that's hardly something out of the 19th century, is it?"

Fortunately, the problem of an ill-fitting canal bonnet saved us from having to comfort those pupils who were suffering severe withdrawal symptoms from their usual diet of crisps and canned drink. We must confess to weakening a little on the drink question however, as the July day chosen for our canal experience turned out to be the hottest day for months and we all felt that acute dehydration would not be conducive to high standards of role play, dancing and singing. As luck would have it, one of the narrow-boats which had brought the children from Pilestone Wharf had an anachronistic cache of coca-cola. This could be secretly slurped behind the hedges of Marsworth field, the designated site for the culmination of the six week canal project which involved over 300 Buckinghamshire pupils from Wing School and three of its feeder primary schools, Brookmead, Cheddington and Wingrave.

The canal network which links the schools provided us with a living local context for active learning in history and creative arts. As a group of secondary teachers struggling to master the demands of GCSE and TVEI, we have looked to our primary colleagues as a source of inspiration and help for the development of cross-curricular courses with short term targets. It is obviously beneficial for secondary schools to have close contact with their feeder schools but our aims went further than the collation of pastoral information and the build-up of good will; the exchange of child-centred learning methods was our principal objective.

The learning process was underpinned by two assessment objectives taken from the national criteria for history, namely: "To show an ability to look at events and issues from the perspective of people in the past"; and "To show the skills necessary to study a wide variety of historical evidence which should include both primary and secondary written sources, statistical and visual material, artefacts, textbooks and orally transmitted information".

Traditional text books were complemented by photographs, computer programmes, visits, tape recordings of canal people in conversation; news-paper articles, maps, posters, novels, music and art of the period. Spontaneous improvisation, which does not lapse into the trivial or superficial, can be a problem for the student or teacher of drama. The richness of the available resources provided a basis for negotiation when deciding on the structure of the work in both history and drama.

Once the framework had been established there were no prescribed targets; a terrifying situation for the average secondary teacher used to the rigidity of the examination syllabus, but the reassurance provided by those in primary education gave us confidence. Our fears were indeed groundless and our faith in the pupils' motivation combined with a high level of teacher expectation gave rise to a wide variety of individual and group assignments. These included a factual study of canal construction, a working model of lock gates; an empathetic account of life on the canal; a statistical study of employment on the waterways; the creation of authentic costumes and narrowboat decoration; a survey of social issues such as education and health; investigations into the treatment of children and the problems of crime and punishment.

Of their own volition pupils adopted a variety of approaches to their area of study. Teachers of English taught drama students taking copious notes in the library while history students were witnessed adapting costumes "stolen" from the drama cupboard. The students' determination to succeed also motivated them to seek help and advice in other subject areas such as textiles, graphics, CDT and art.

Over the six weeks that the work was in progress, the pupils from the different schools contacted each other through letters, photographs and visits between canal families in preparation for the canal festival day when all the pupils and teachers would be in role and in costume. We have discovered that a frequent outcome of liaison projects has been the high level of work produced by the whole age and ability range. The flexibility of approach in primary education means that the younger children may have achieved a breadth of knowledge that our children have learnt not to underestimate. They know that they must be

fully prepared to sustain a role.

Upon arrival at Marsworth the secondary pupils involved the younger ones in a tow-path theatre. Each group of about 20 children focused on a problem faced by the canal people which they attempted to solve through spontaneous improvisation. At lunch-time the primary children entertained the older ones with country dancing and traditional music after which all the pupils were unified once more in the presentation of a dance in which every pupil, teacher, parent and friend participated. The dance and music teachers from the secondary school had visited each of the feeder schools where the dance had been devised using the working actions of the canal folk and set to a song of the period.

At the end of the day, everybody returned to their respective schools satisfied that their efforts had been so well rewarded; but it was not over yet. The next 24 hours were spent putting up a display in the hall of the secondary school. The variety and the excellence of the work was impressive but its value was enhanced because it enabled the younger children to visit and feel a part of what might be their future school.

Rosemary Kaye and Jill Safford are teachers of History and Drama at Wing School, Aylesbury Vale, Buckinghamshire.



## Vital statistics

The Longman Handbook of Modern European History 1763-1985. By Chris Cook and John Stevenson. Longman £15.95. 0 582 48581 1. £7.95 48584 3.

This covers a slightly shorter span than the indefatigable Messrs Cook and Stevenson's comparable *Handbook of Modern British History*. However, the same energy and inclusiveness that they have brought to their many earlier joint or individual publications are fully in evidence again here.

The longest section "Political Events" - lists major happenings, usually under national headings, sometimes under more general European ones. "War, Diplomacy and Imperialism" provides a run-down on all important wars, treaties, campaigns and alliances; and dates all the more significant developments, first in the acquisition of the European empire, and then in their post-Second World War dismantling. The most valuable section of all is "Economic and Social".

- packed tight with vital statistics. The output of everything from grain crops to coal, lignite, pig-iron, steel, oil, etc, in the major industrial countries is rendered rapidly comparable by the many helpful tables. Numbers of children in primary and secondary education, and students in higher education are also compared; the figures do not flatter the UK, especially when set beside those for France, Germany, Italy and the Netherlands. Another table shows our rail network to have contracted far more rapidly and radically than those servicing our European partners.

The "Biographies" and "Glossary of Terms" sections also bulge with compressed info. There are bound to be individuals and topics that one misses; but the amount that is included in the brief space available is remarkable. The maps are adequate.

Martin Fagg

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## ilea Working in Education

### Headships & Deputy Headships

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- \* Commitment to promoting equality of opportunity in education
- \* Pupil teacher roles among the best in the country
- \* With some 950 schools, opportunities to broaden experience and enhance career prospects
- \* Excellent support staff and professional back-up, plus a range of central specialist resources
- \* Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment. The closing date for applications is 4th January 1988 unless indicated otherwise.

### Headships

Headships are not open to job share. Unless indicated otherwise please send full curriculum vitae and application form and further details to Education Officer, PER/PS4B, Room 242, The County Hall, London SE1 7PB.

### Primary Education

**FLORA GARDENS (JMB)**  
Riverside Road, Darnley, Walsby, W. 10.0.  
Roll: 170 + 12 1/1 & 28 p.N.  
Vacant 15th April 1988, Group 4.  
**MOORFIELDS (JMB)**  
Barn Road, EC1V 9JX.  
Roll: 142 + 15 1/1 & 16 p.N.  
Vacant 1st January, Group 5.

### Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

**ST ANNE'S RC (JMB)**  
363 Kensington Lane,  
(Hartley Road), Vauxhall,  
SE11 6DY.  
Roll: 267, Group 5.  
The Governors invite applications from suitably qualified and experienced teachers who are committed Catholics for this post. Vacant 1st January. Application forms may be obtained from the Rev. A. J. Wright at the above address.

### Secondary Education

**RULHAM CROSS (SG)**  
Rulham Cross (Munster Road), SW16 6PP.  
Roll: 855.  
Vacant 1st January, Group 9 plus social priority allowance. Complete refurbishment of buildings has provided outstanding range of modern facilities. Full and balanced intake from all backgrounds. Strong pastoral system and well structured curriculum on which to consolidate achievement.

### Deputy Headships

All posts are open to job share unless indicated otherwise (JMS). A register for pairing potential job-shares is maintained by EO/PER/PS7, Room 233, The County Hall, London SE1 7PB. Tel: 01-533 3814. (R.S. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

### Primary Education

**CANNERRA (JM)**  
Australia Road, W12 7PT.  
Tel: 01-743 254 Patricia Kivan  
Required asap. Applications are invited for the post of Deputy Head to join a hard working and enthusiastic team of teachers. The post will carry curricular and administrative responsibilities within the context of multi-cultural and multi-ethnic education. Closing date: 8th Jan. 1988.

### Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

**TUDOR MIDDLE SCHOOL**  
Tudor Road, Southall UB1 1NX  
Roll: 260

### HEAD

Group 5 salary plus £1215 per annum London Weighting. For this important post we are looking to appoint a Head with significant experience of multicultural schools and with managerial and organisational skills to lead a strong team in a school which serves a community rich in cultural and linguistic diversity. Application forms from Acting Chief Education Officer, Hestley House, 79-81 Uxbridge Road, Ealing W5 6SU (SAE) to be returned by 8 January 1988.

The London Borough of Ealing contains one of the largest Asian and Afro-Caribbean populations in the whole country and therefore it would be an advantage to have experience of work among those communities. Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, and from people with disabilities and from lesbians and gay men.

(52004)

**Ealing Education Service**

## PRIMARY HEADSHIPS continued

**HORSENDEN FIRST SCHOOL**  
Horsenden Lane North, Greenford UB6 0PB  
Roll 240 + Nursery

### HEAD

Required for April 1988  
Group 4 salary plus £1215 per annum London Weighting.  
We are looking for a person with enthusiasm and commitment to head a team which caters for the needs of pupils between the ages of 3+ and 8 in this multicultural school. The post provides a challenging opportunity for an experienced teacher with proven management skills and positive leadership qualities.

Application forms from Acting Chief Education Officer, Hestley House, 79-81 Uxbridge Road, Ealing W5 6SU (SAE) to be returned by 8 January 1988.

Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

(52008)

**Ealing Education Service**

## BRENT EDUCATION

**BRAINTCROFT JUNIOR SCHOOL**  
Warren Road, London NW2 7LL (Roll 321)  
Tel: 01-452 2413.

### HEADTEACHER (Group 5)

Required from January 1988 or as soon as possible thereafter.

Applications are invited from teachers with successful experience of leading initiatives in primary education. Such experience may have been gained as a deputy head, or alternatively as a curriculum leader, advisory teacher or support service teacher.

The successful candidate will have a sound knowledge of the primary curriculum, and a clear commitment to raising educational standards; s/he will be familiar with race equality and gender equality issues in education, and be keen to implement and develop LEA policies in these fields; and will have successful experience of working closely with parents and the local community.

The School is situated in a residential area bordered by the North Circular Road and Dollis Hill Avenue. There are 15 staff. All staff work as a team and are committed, active and co-operative.

Applicants from members of the black community are particularly welcome subject to Section 38(b) of the Race Relations Act 1976.

Brent is fundamentally committed to multi-cultural education. Brent is an equal opportunity employer.

Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made.

Application forms and further particulars are available (very large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 7RW returnable within 14 days; or telephone Mr R Thornton (01-900-5428)

(52009)

## HAMPSHIRE

### Headteacher

**Weyford County Junior School**  
Washford Lane, Bordon, Hants.

Required Easter or September 1988 for this Group 6 school. Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolcap stamped addressed envelope. Closing date for receipt of application forms 6th January 1988.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

(52010)

### EDUCATION DEPARTMENT

### Shropshire Education Committee

#### Equal Opportunities Employer

#### PRIMARY HEADSHIP - GROUP 4

Applications are invited from suitably qualified and experienced teachers for the following Headship to commence April, 1988. Preference given to committed Christians prepared to work closely with Parish Church and Priest.

**Donnington Wood**  
St. Matthew's C.E. Aided School  
Church Road  
Donnington  
Telford  
Shropshire TF2 7PZ.

Application forms and further particulars available from P. B. Cates, County Education Officer, Shifnal, Abbey Foregate, Shrewsbury, Shropshire SY2 6ND. (S.A.E. essential, at least 8 x 6).

Closing date 21st December 1987

(51017)

**Shropshire County Council**

## HEADSHIP

Applications are invited from suitably qualified and experienced teachers for the following Headship.

**BRIGHTLINGSEA COUNTY INFANTS' SCHOOL (GROUP 4)**  
Eastern Road, Brightlingsea, Colchester.

VACANCY FROM APRIL 1988

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Application form and details from the County Education Officer, P.O. Box 47, Thraedneedle House, Market Road, Chelmsford, Essex, CM1 1LD. Tel: (0248) 492211 extn. 30280.

Closing date: 31st December 1987.

(52020)

**ESSEX County Council**

## LONDON BOROUGH OF HAVERING

### HEADSHIPS

**PARKLANDS INFANT SCHOOL (ROLL 270)**  
Havering Road  
Romford RM1 4QX

Required for April 1988

#### HEADTEACHER GROUP 4

**Branfil Infants School (ROLL 150)**

**Cedar Avenue**

**Upminster RM14 2LW**

Required for September 1988

#### HEADTEACHER GROUP 4

Following the retirement of the present Headteacher, Mrs. D. Evans.

Havering is a lively and caring Education Authority serving a population in an area that includes both town and country.

Havering seeks to appoint Headteachers and teachers who want to play an active role in the Education Service. It provides and offers excellent professional support for its teachers at all stages in their careers, including over 100 in-service courses each term.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

London Weighting: £795 per annum.

Application forms and further details are available (see please) from the Director of Educational Services, (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Closing date: 24th December 1987.

Previous applicants will automatically be reconsidered.

(51078)

## HAMPSHIRE

**WEYFORD COUNTY INFANT SCHOOL**  
Washford Lane, Bordon GU35 0EP

### Headteacher

required September 1988 for this Group 5 School.

Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolcap stamped addressed envelope. Closing date for receipt of application forms 8th January 1988.

Hampshire County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

(51074)

### EDUCATION DEPARTMENT

## NORTH TYNESIDE Council

### EDUCATION COMMITTEE

Re-advertisement

**ST. JOSEPH'S R.C. PRIMARY SCHOOL**  
Wallsend Road, North Shields,  
Tyne and Wear. NE29 7BT

### Deputy Headteacher

Group 4 Roll 182 + Nursery

A suitably qualified and experienced teacher is required from 18th April 1988. Practising Catholic required. State curriculum strengths. Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW, and should be returned to the Chairman of Governors, Father D. McGivern, St. Joseph's Presbytery, Wallsend Road, North Shields, NE29 7BT within two weeks of the appearance of this advertisement.

**ESSEX County Council**

## PRIMARY HEADSHIPS continued

**HAMPSHIRE**  
**WEYFORD COUNTY JUNIOR SCHOOL**  
Washford Lane, Bordon.  
Hants.  
Headteacher required Easter or September 1988 for this Group 5 school.  
Further details and application forms available from the Area Education Officer, Southgate House, St. Swithun Street, Winchester on receipt of a foolcap stamped addressed envelope.  
Closing date for receipt of application forms 8th January 1988.  
The County Council pursues a policy of equality of opportunity.  
Applications particularly welcome from people with disabilities. (18357) 110010

**KENT**  
**COUNTY COUNCIL**  
**EDUCATION DEPARTMENT**  
**EAST KENT AREA**  
**ST. JOHN'S WAY C.P.**  
School, Canterbury CT1  
Plymouth Way, Canterbury CT1  
**HEADTEACHER - GROUP 5**  
Applications are invited for the post of Headteacher for this Group 5 County Primary School with effect from Easter 1988. Further details and application forms available from the Education Officer, 15 London Road, Canterbury CT2 8LT. (SAE please) Closing date 31.12.87.

**WEST KENT AREA**  
**ST. BARNABAS C.E. (AIDED)**  
Primary School, Tunbridge Wells, Kent TN11 8EY.  
Group 3. Current Roll 86.  
Required for the Summer Term 1988 a Headteacher.  
Applications are invited from well qualified and experienced candidates for the Headship of this primary school, associated with the well known Anglo Catholic Parish of St. Barnabas, Tunbridge Wells. The Governors are seeking to appoint a practising, committed member of the Church of England with sympathy for the Churchmanship of the Parish.  
Further details and application forms available from the Chairman of Governors, Father M.B. Nicolls, St. Barnabas Vicarage, 31 Lansdown Road, Tunbridge Wells, Kent TN11 2NG. A.S.E. please, to whom they should be returned by the 8th January 1988.  
This is a re-advertisement. Previous applicants will be reconsidered.

**MID KENT AREA**  
**MALDEN PARK C.P.**  
School, Malden, Kent.  
Further details and application forms available from the Chairman of Governors, 15 Elm Grove, Elm Grove, Malden, Kent ME14 6JG. (SAE please) Closing date 31.12.87.

**RE-ADVERTISEMENT**  
Previous applicants will be considered and need not re-apply. Application forms and further details are available from the Headteacher, Elm Grove County Infants School, Elm Grove, Malden, Kent ME14 6JG. (SAE please) Closing date 31.12.87.

**UNITED ARAB EMIRATES**  
**SHARJAH**  
Further details and application forms available from the Education Officer, Overseas, (05640) 110010

### Deputy Headships (Inc. Second Masters/Mistresses)

**BEXLEY**  
**LONDON BOROUGH**  
**ST. MICHAEL'S C.E. J.M. & I. SCHOOL**  
Wrotham Road, Welling, Kent.  
Head Teacher: Mr. R. Varney  
Group 4 (Aided)  
Deputy Head Teacher required to commence duties from 18th April 1988.

A teacher of proven ability and experience to work with Head Teacher and staff towards maintaining and developing the ethos and high standards of this friendly Church School. Responsibility for an area of curriculum required. Please send application form and details to Mrs. E. Ridout, Clerk, Governors, St. Michael's School, Wrotham Road, Welling, Kent DA16 1JG enclosing a.s.e. Closing date: 15th January 1988. (10551) 110010

**BUCKINGHAMSHIRE**  
**HOLY TRINITY C.E. (A)**  
Widdowbury Road, Marlow, Bucks. SL7 5AG.  
Further details and application forms available from the Chairman of Governors, Holy Trinity C.E. School, Widdowbury Road, Marlow, Bucks. SL7 5AG. Closing date 8th January 1988.  
In approved cases the County Council offers an attractive mortgage assistance. (50177) 110010

## SHROPSHIRE

**ST MARY'S RC PRIMARY**  
New Park Road,  
Castletown, Shrewsbury  
SV1 2SP  
Tel: Shrewsbury 51032  
Required for Easter 1988. Permanent. Full-time Deputy Head (Group 4). An enthusiastic and imaginative Catholic teacher, of proven classroom ability. Direct experience of working with children. Music is desirable.  
Application forms and details from the Head to be returned by 24 December 1987 (SAE required). (18356) 110012

## SHROPSHIRE

Required for September 1988. Permanent. Full-time Deputy Head (Group 4) for this new primary school. The first place to be open in September 1988. Aged 3-8. A very good classroom practitioner, committed to the school's approach to learning.  
Closing date 31st December 1987.  
Application forms and details from the County Education Officer (Staffing Section) to be returned to the County Education Officer, Shrewsbury SV2 6ND. (147356) 110012

**WEST SUSSEX**  
**EDUCATION DEPARTMENT**  
**DEPUTY HEADTEACHER**  
**INFANTS' SCHOOL**  
**GROUP 4**  
Required from Easter 1988 a suitably qualified and experienced teacher able to cover the whole infant age range and to take a strong lead in some aspect of the curriculum. Candidates are asked to state any special interest or ability.  
RE-ADVERTISEMENT previous applicants will be considered and need not re-apply. Application forms and further details are available from the Headteacher, Elm Grove County Infants School, Elm Grove, Malden, Kent ME14 6JG. (SAE please) Closing date 31.12.87.

## GLADSTONE PARK INFANTS' SCHOOL

Glodwick Road, Oldham OL4 1AJ  
**DEPUTY HEAD (Group 6)**  
Required for the start of the summer term 1988.  
Applications are invited for a suitably qualified and experienced Teacher at this large, open plan school, which serves a multi-ethnic community.  
The person appointed will be required to take a lead in staff and curriculum development.  
The vacancy arises due to the promotion of the present post-holder to a Headship.  
Application forms/further details (large s.a.e.) from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP returnable to him by the 3rd January 1988.

## MAIN SCALE APPOINTMENTS RICHMOND JUNIOR SCHOOL

Winterbottom Street, Oldham OL9 6HY  
**JUNIOR TEACHER**  
Required immediately for 4th year Junior children. The school is seeking to meet the individual needs of children from differing cultural backgrounds.  
The post is temporary to 10.4.88 during the maternity leave of the present postholder.

## HILL TOP SCHOOL

Moorside Avenue, Strinesdale, Oldham OL4 2LZ  
**QUALIFIED TEACHER**  
Required for January 1988, at this school for pupils with severe and complex learning difficulties, ages 11 to 19 years. The school operates an objectives based curriculum with some requirements to team teaching.  
Your letter should indicate your curricular strengths. Visits prior to interview are encouraged by arrangement with the Headteacher. Tel: 061 620 6070.

## THE RADCLIFFE SCHOOL

Broadway, Chadderton, Oldham OL9 9QZ  
**SOCIOLOGY TEACHER**  
Required for mid-February 1988 to teach fourth, fifth and sixth form sociology together with some lower school English. This post is temporary to 31.8.88 during the maternity leave of the present postholder.

## GLADSTONE PARK INFANTS' SCHOOL

Glodwick Road, Oldham OL4 1AJ  
**NURSERY TEACHER**  
Required for February 1988, a lively and enthusiastic teacher to teach in this pleasant purpose built nursery which caters for 60 full-time and 60 part-time children, most of whom are from ethnic minority background.

## BROADFIELD COUNTY PRIMARY SCHOOL

Goddard Street, Oldham OL8 1LH  
**INFANT TEACHER (Part-Time)**  
Required for January 1988, approximately 0.5 (exact hours to be arranged) to take an Infant 3 class. This post is temporary to 31st August 1988.

For all the above posts please apply by letter including full cv and names and addresses of 2 referees to the Headteacher, c/o the appropriate school as soon as possible.

An Equal Opportunity Employer  
Assistance with Local Authority Housing available

(52012)

**Oldham Metropolitan Borough**

**Education Committee**

## BRENT EDUCATION

**HEADTEACHER (Group 6)**  
**SUDBURY INFANT SCHOOL**  
Watford Road, Wembley.  
HA9 3EY (Roll 373). Tel: 01-904 6438

Required from January 1988.  
HEADTEACHER (Group 6). Applications are invited for this expanding and thriving infant school from an enthusiastic, suitably qualified and experienced teacher with experience of good classroom practice. Successful candidate should be able to demonstrate ability and experience in administration, management, staff and curriculum development. Such experience may have been gained as a Head/Deputy Head/Classroom Leader or Advisory Teacher.  
The school enjoys close links with parents and the local community. A Headteacher is sought who will enhance and further the relationship.

**PART-TIME TEACHER (Main Grade)**  
Required from January 1988 - 3 days per week. Applications are invited from an enthusiastic, suitably qualified and experienced teacher with experience of good classroom practice. Successful candidate should be able to demonstrate ability and experience in administration, management, staff and curriculum development. Such experience may have been gained as a Head/Deputy Head/Classroom Leader or Advisory Teacher.  
The school enjoys close links with parents and the local community. A Headteacher is sought who will enhance and further the relationship.

**DEPUTY HEADTEACHER (Group 5)**  
**UXENDON MANOR JM & I SCHOOL**  
Vista Way, Kenton, Harrow HA3 0HS. (Roll 310). Tel: 01-907 5019

Required from January 1988 - DEPUTY HEADTEACHER (Group 5). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**DEPUTY HEADTEACHER (Group 6 + SPA)**  
Required from January 1988 - DEPUTY HEADTEACHER (Group 6 + SPA). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**DEPUTY HEADTEACHER (Group 6 + SPA)**  
Required from January 1988 - DEPUTY HEADTEACHER (Group 6 + SPA). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**DEPUTY HEADTEACHER (Group 6 + SPA)**  
Required from January 1988 - DEPUTY HEADTEACHER (Group 6 + SPA). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**DEPUTY HEADTEACHER (Group 6 + SPA)**  
Required from January 1988 - DEPUTY HEADTEACHER (Group 6 + SPA). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**DEPUTY HEADTEACHER (Group 6 + SPA)**  
Required from January 1988 - DEPUTY HEADTEACHER (Group 6 + SPA). The person appointed will be suitably qualified and experienced and will be expected to make a significant contribution to curriculum development throughout the school. He/she will also be expected to teach in a Junior class in the first instance and be a senior member of the school's management team.

**GLADSTONE PARK INFANTS' SCHOOL**  
Sherrick Green Road, NW10 1LS (Roll 272). Tel: 01-452 1027

Required from January 1988 - PART-TIME TEACHER (Main Grade MPQ & SPA). 2 days per week (0.4) - to cover maternity leave. Please send full cv and references to the Headteacher, c/o the appropriate school as soon as possible.

## PART-TIME SUPPORT TEACHER (Main Grade)

**MORA INFANTS' SCHOOL**  
Mora Road, NW2 6TD (Roll 160 & 60). Tel: 01-452 2634

Required from January 1988 - PART-TIME SUPPORT TEACHER - MPQ & SPA. 2 days per week (0.4) - to cover maternity leave. Please send full cv and references to the Headteacher, c/o the appropriate school as soon as possible.

## CLASS TEACHER ('B' Allowance)

**VERNON HOUSE (EBD INFANT AND JUNIOR)**  
Willesden Lane, London NW6 7YJ (Roll 56). Tel: 01-459 8448

Required from January 1988 - FULL-TIME CLASS TEACHER - MPQ & B Allowance - for a class of 8 to 10 pupils with emotional and behavioural difficulties. The school is committed to reintegration.

**PART-TIME TEACHER (Main Grade + SPA)**  
Required







## EDUCATION Warden

Salary: £18,999  
Head Teacher (Group 8), in accordance with the Teachers Pay and Conditions of Service Order (1987) + £3,549 Residential Allowance

Hours: Full-time, Resident  
Location: Nether Swell Manor, Stow-on-the-Wold, Gloucestershire

A resident Warden is required from 1st January, 1988, or as soon thereafter as possible, at this residential centre which is one of four maintained by Bedfordshire. Nether Swell Manor is a large, comfortable, modern house, situated in a beautiful area of the county. The Warden will be responsible for the overall academic and residential supervision and direction of the centre and will be expected to make a positive contribution to its further development. Applicants should possess good academic qualifications with particular reference to the secondary curriculum and have relevant residential education experience. The post will give good and wide experience to a candidate aspiring to subsequent Headship. Further details and application forms available from and returnable to the Headteacher.

N.B.: Previous applications will automatically be reconsidered.

How to Apply: Application forms and further particulars are obtainable from The Chief Education Officer (ref. FEG3), County Hall, Bedford, MK42 8AP.

Closing Date: 8th January 1988.

The Council is an equal opportunity employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

**Bedfordshire**  
A Nuclear Free Zone

## EDUCATION

### SECONDARY

## Deputy Head (Curriculum) Group 11

You will be a key member of the Senior Management Team with specific delegated responsibility for curriculum, timetabling, staff professional development and whole school evaluation. The school is currently involved in the TVEI programme and expects to be involved in TVEI extension.

Str. Wilfrid Matthews, Gressel Lane, The Cross, Birmingham B35 9UE. Tel: 021-778 2011.

Contact the Headteacher for further details and an application form.

Closing date: 15th January 1988.

**Birmingham**

The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

## SECONDARY SCHOOLS

BUDEHAVEN SCHOOL, Valley Road, Bude, Cornwall EX23 8DQ. Group 11. NOR 940. Sixth Form, 110.

## Deputy Headteacher

Due to retirement, a Deputy Headteacher is sought at this rural comprehensive school serving the resort of Bude and an extensive area of North Cornwall. Initially to act as Head of lower school with overall responsibility for years 1-3, and it is hoped that he/she will be able to make a major contribution to the development of the school curriculum. Recent successful experience in this field would be a strong recommendation. The school is in the process of moving onto one site and it is hoped that building will be completed by 1990. The roles of the three Deputies are flexible, and it is anticipated that duties will to some extent be reallocated as the school comes onto one site, these can be adjusted to suit the successful candidate's particular strengths. The post is available from Easter 1988.

Application forms/further details are available from the Headteacher on receipt of SAE.

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

**CORNWALL**  
COUNTY COUNCIL

EDUCATION COMMITTEE

## SECONDARY HEADSHIPS

continued

**BUCKINGHAMSHIRE**  
THE WYKE VALLEY SCHOOL  
Spring Lane, Fickwell Heath,  
High Wycombe, Bucks.  
Headteacher: 13 D.C. Parkin.  
Tel: 0494 511111

NOR: 600 112 (15 lines)  
Required: Easter 1988, a well qualified and experienced teacher to join the Senior Management Team as a Deputy Head in this Group 9 School. An enthusiastic, energetic and motivated person who would be able to make a significant contribution to the school's pastoral and administrative aspects of the school, which was recently formed as a result of an amalgamation. Further details and application form available from the Area Education Office, Thame House, 9 Castle Street, High Wycombe, Bucks. Closing date: 8th January 1988.

On approved cases, the County Council offers an attractive relocation package of up to £7,000, plus mortgage assistance. (20175) 130010

## Deputy Headships (Inc. Second Masters/Mistresses)

**BERKSHIRE**  
WINGFIELD & COPSE SCHOOL  
Denmark Avenue, Woodley,  
Reading, Berkshire RG5 4HF  
NOR: 01235 1230

DEPUTY HEADTEACHER - CIRCUIT  
Required April 1988 for this Group 11, 11-18 mixed co-educational school, a Deputy Head (Principal) to be responsible for the pastoral support of pupils, the leadership of a team of Year 10s, and the organisation of a tutorial programme.

The person appointed will be part of the Senior Management Team and have a major influence upon the development of the school.

Further details can be obtained from the Headmaster/Headmistress on receipt of SAE.

Closing date: 7th January, 1988.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (16608) 130015

**EAST SUSSEX**  
CARDINAL NEWMAN RC SCHOOL  
Church Drive, Hove BN3 6ND  
Comprehensive, mixed, 11-18.  
Roll: 1600  
From April or September a Deputy Head (Group 11) in approved cases.  
Re-advertisement - previous applicant need not re-apply. Job description and application form from the Head, Mr P. Kelly (see above).  
Closing date: December 18, 1987.

Contact the Headteacher for further details and an application form.

Closing date: 15th January 1988.

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## Remedial and Special Needs Teaching Posts

### Main Scale Incentive B

**ESSEX**  
BUCKINGHAM HILL COUNTY  
HIGGINS SCHOOL  
Killingale Lane, Chelmsford  
Tel: 0201 2551

LEAD OF SPECIAL NEEDS - Incentive Allowance B  
Required January 1988. A committed and enthusiastic Head of Special Needs to further develop and implement whole school policy. Applications to the Headteacher. Re-advertisement - previous applicants will automatically be reconsidered. Closing date: 31st December 1987. (14647) 131036

### By Subject Classification

### Art and Design

### Main Scale

**BEXLEY**  
LONDON BOROUGH OF  
REXLEY  
ST. JOHN'S SCHOOL, R.C.  
Welling Street, Bexleyheath,  
Tel: 0322 86533

Comprehensive 4-11. Roll: 750. With Form 120. Required, as soon as possible, a permanent Full Art Specialist with a minimum of 5 years' experience in teaching Art and Design throughout the school. Head of Art and Design to be responsible for the co-ordination of all Art and Design work in the school. Applications to the Headteacher. Re-advertisement - previous applicants will automatically be reconsidered. Closing date: 31st December 1987. (14647) 131036

BUCKINGHAMSHIRE  
GREAT MARLOW SCHOOL  
Barnes Lane, Marlow SL7  
Head: Mr G. Hunter, B.A.

Required for January 1988 an enthusiastic teacher to join a lively team teaching Art and Design throughout the school. Head of Art and Design to be responsible for the co-ordination of all Art and Design work in the school. Applications to the Headteacher. Re-advertisement - previous applicants will automatically be reconsidered. Closing date: 31st December 1987. (14647) 131036

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## LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

The Headteacher, Addington High (M), Fairhills Avenue,  
New Addington, Croydon CR8 6AA  
Telephone: 0688 42645/6

Required for April 1988 a

Deputy Headteacher

An experienced and enthusiastic teacher is sought to join the senior management team of this mixed 11-18 comprehensive school to replace Mrs C. M. Key who has been appointed to a Headship.

The responsibilities are divided amongst the team, and full consideration is given to individual strengths. The school is taking a full part in many educational initiatives, and candidates are sought who can not only exercise the more traditional roles of the Deputy, but who are familiar with recent developments in curriculum and administration. The post will give good and wide experience to a candidate aspiring to subsequent Headship. Further details and application forms available from and returnable to the Headteacher.

Reasonable removal expenses will be reimbursed.

Salary: Deputy Head, Group 11.

Tangible: April 1st 1988.

Please apply to the Headteacher.

Closing date: Friday 1st January 1988.

**CROYDON**  
EDUCATION

131036

**Metro Rochdale**

A LOCAL COUNCIL - BUILDING A FUTURE

Education Department  
Greenhill Upper School (13-18 years),  
Falling Road, Rochdale OL12 6LD (Tel:  
Rochdale 31246)

**Main Scale Art  
(Full or Part-time)**

Required as soon as possible.  
The post will involve the teaching of Art and  
Design up to GCSE level with the  
possibility of some sixth form work.

This is a repeat advertisement.

Apply by letter as soon as possible to the  
Acting Head teacher at the school enclosing  
curriculum vitae and giving the names and  
addresses of two referees.

STRIVING FOR EQUAL OPPORTUNITIES

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## ilea Working in Education

The Inner London  
Education Authority is  
committed to providing a  
high quality education  
service to one of the most  
ethnically and culturally  
diverse populations in  
Britain and is able to offer  
its teachers:

\* Commitment to  
promoting equality of  
opportunity in education  
\* Pupil teacher ratios  
among the best in the  
country

\* Half-day a week  
in-service training  
provision and a high  
level of in-service training  
provision thereafter

\* With some 950 schools,  
opportunities to broaden  
experience and enhance  
career prospects

\* Excellent support staff  
and professional back-up,  
plus a range of central  
specialist resources

\* Inner London allowance  
of £1,215 plus in many  
cases Social Priority  
allowance of £201/276 p.a.  
in addition to salary.

\* As a result of The  
Teachers' Pay & Conditions  
Act 1987, Burnham rates of  
pay have now been  
replaced by a revised  
structure. The posts listed  
below give details of the  
new 'Main Scale' plus an  
Incentive Allowance (IA)

The rate payable is:

Rate Annual Amount  
B £1,002  
C £1,002  
D £1,002

(note: rates A and C are yet  
to be introduced.)

\* All posts open to  
job-sharing, unless indicated  
otherwise (N/A). A register  
for pairing potential  
job-sharers is maintained  
by EO/PER/ST, Room  
633, The County Hall,  
London SE1 7PB.

(N/A, applications can  
now be dealt with on this  
number.)

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## INDEPENDENT EDUCATION

continued

## By Subject Classification

## Art and Design

## Other Assistants

**ESSEX**  
**LOXINGTON SCHOOL**  
 Small independent school for boys and girls 11-16 years. Required in January. Teacher to teach Art and Design. Salary Scale 2, Gov. and National Allowance. Applications in writing to the Headmaster, 78 High Road, Loxington, Essex, SSO 14 4QU. (47885) 181224

**LONDON SWS**  
**SOUTHATH HIGH SCHOOL**  
 G.P.O.S.T. Required for January 1988 either a part-time History or a full-time English teacher. Advanced level classes or History of Art and some Fine Art. Applications in writing, with cv and 2 referees to: The Headmaster, 28 Weymouth Road, London SE3 3DT. (03925) 181224

## Craft, Design &amp; Technology

## Other Assistants

**KENT**  
**ST. LAWRENCE COLLEGE**  
 In Thanet, Kent. Kent CT11 7AE. Tel: (0453) 592680. Junior School 280. Senior School 350. Co-ed. Day and Boarding. Required for September 1988 Teacher for CRAFT, DESIGN, TECHNOLOGY up to teach in both Junior and Senior Schools in new CDT Centre. An interest in Electronics/Technology, the full community life of a boarding school and having a Christian commitment - strong recommendation. Own Salary Scale. Apply with c.v. and names of two referees to the Headmaster, (03909) 181224

**CANTERBURY**  
**KENT COLLEGE**  
 Canterbury. HMC Methodist Co-educational Boarding and Day School Sixth Form (7-10). A teacher of C.D.T. is required for September 1988 to set up and run a department. Plans are in hand for conversion of present craft area and it is hoped that within the scope available the teacher appointed would advise on the use of the area. Salary Scale 2, Gov. and National Allowance. Applications in writing to the Headmaster, Kent College, Canterbury, Kent CT2 3DT. Tel: (0203) 743231. enclosing c.v., together with names and addresses of two referees. (20164) 182124

## Economics &amp; Business Studies

## Other Assistants

**KENT**  
**SACRED HEART SCHOOL**  
 Beechwood, Canterbury. Tel: (0203) 743231. Full-time teacher to teach Economics and Business Studies. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, 28 Weymouth Road, London SE3 3DT. (03925) 181224

## Other Assistants

**SUSSEX**  
**LANCING COLLEGE**  
 Lancing, Sussex BN15 9RW. Tel: (0203) 743231. Required for April, or September, 1988, a well-qualified graduate to teach ECONOMICS to 'A' level. This is a relatively large department with a full-time teacher and a part-time teacher. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, Lancing College, Lancing, Sussex BN15 9RW. (20167) 182224

## English

## Heads of Department

## Other Assistants

**SHROPSHIRE**  
**WREKIN COLLEGE**  
 Wrekin, Shropshire. Tel: (0930) 743231. Required for September 1988. A Head of English Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

## Other Assistants

**SHROPSHIRE**  
**WREKIN COLLEGE**  
 Wrekin, Shropshire. Tel: (0930) 743231. Required for September 1988. A Head of English Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

## Other Assistants

**SURREY**  
**OULDFORD HIGH SCHOOL**  
 Oldford, Surrey GU11 1BT. Tel: (0434) 592680. Required for Easter, 1988. ENGLISH Honours graduate to teach throughout the school to A level and Oxford entrance standard. (70 pupils studying A Level English). An interest in drama and/or Games an advantage, possibility for appointment in P.E. Specialist with English qualification to assist with teaching of English. The school has its own salary scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

**BERKSHIRE**  
**CROOKHAM COURT SCHOOL**  
 Crookham, Berkshire RG14 8BQ. Required for January 1988. Teacher of English to G.C.S.E. in this small boarding school. Boarding school duties desirable. Accommodation available. Please telephone Principal, Mr. C. J. Baker, Tel: (0343) 182124

**NEWCASTLE**  
**UPONTYNE**  
**WESTFIELD SCHOOL**  
 Westfield, Newcastle. Tel: (0930) 743231. Required September 1st 1988 in the Senior School (11-13). dynamic teacher of ENGLISH. man or woman. A Level. Scale with supplement if appropriate, for additional responsibility. D.E. level. Superannuation. Further details from Headmaster's Secretary, Westfield School, Oakfield Road, Newcastle, Newcastle upon Tyne NE3 4HS. Tel: (091) 885 1948. Closing date 8th January 1988. (18161) 182424

## Other Assistants

**SHROPSHIRE**  
**WREKIN COLLEGE**  
 Wrekin, Shropshire. Tel: (0930) 743231. Required for September 1988. A Head of English Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

## Other Assistants

**SURREY**  
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## Mathematics

## Other Assistants

**BARNET**  
**LONDON BOROUGH OF**  
**BARNET**  
 Barnet, London. Tel: (0203) 743231. Required for September 1988. A Head of Mathematics Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, Barnet School, Barnet, London. (47885) 182124

## Other Assistants

**SUFFOLK**  
**FRAMLINGHAM**  
 Framlingham, Suffolk IP13 9SY. Tel: (0203) 743231. Required for the Summer Term 1988 or Autumn Term. A Graduate to teach Mathematics with curriculum vitae and the names of two referees. House Tutorship available. Framlingham College Salary Scale. Applications to the Headmaster with curriculum vitae and the names and addresses of two referees. (03915) 182424

## Other Assistants

**SURREY**  
**OULDFORD HIGH SCHOOL**  
 Oldford, Surrey GU11 1BT. Tel: (0434) 592680. Required for Easter, 1988. ENGLISH Honours graduate to teach throughout the school to A level and Oxford entrance standard. (70 pupils studying A Level English). An interest in drama and/or Games an advantage, possibility for appointment in P.E. Specialist with English qualification to assist with teaching of English. The school has its own salary scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

**HAMPSHIRE**  
**KING EDWARD VI SCHOOL**  
 Basingstoke, Hampshire RG24 0AP. Tel: (0256) 743231. Required for September 1988. A Head of Mathematics Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, King Edward VI School, Basingstoke, Hampshire. (47885) 182124

## Other Assistants

**LONDON W9**  
 Wanted immediately for January 1988. Part-time teacher of French required, GCSE and possibly higher level for few hours weekly. Clifton Gardens, London W9 1DT. (47877) 182624

## Other Assistants

**SURREY**  
**OULDFORD HIGH SCHOOL**  
 Oldford, Surrey GU11 1BT. Tel: (0434) 592680. Required for Easter, 1988. ENGLISH Honours graduate to teach throughout the school to A level and Oxford entrance standard. (70 pupils studying A Level English). An interest in drama and/or Games an advantage, possibility for appointment in P.E. Specialist with English qualification to assist with teaching of English. The school has its own salary scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

## INDEPENDENT EDUCATION

continued

## Pastoral

## Heads of Department

## Other Assistants

**SHROPSHIRE**  
**ACTON REYNALD GIRLS' SCHOOL**  
 Acton Reynald, Shropshire. Tel: (0930) 743231. Required for September 1988. A Head of English Department. Specialist in Department. Apply with curriculum vitae and the names of two referees to the Headmaster, Acton Reynald School, Acton Reynald, Shropshire. (47885) 182124

## Other Assistants

**CANTERBURY**  
**KENT COLLEGE**  
 Canterbury. HMC Methodist Co-educational Boarding and Day School Sixth Form (7-10). A teacher of C.D.T. is required for September 1988 to set up and run a department. Plans are in hand for conversion of present craft area and it is hoped that within the scope available the teacher appointed would advise on the use of the area. Salary Scale 2, Gov. and National Allowance. Applications in writing to the Headmaster, Kent College, Canterbury, Kent CT2 3DT. Tel: (0203) 743231. enclosing c.v., together with names and addresses of two referees. (20164) 182124

## Other Assistants

**SUSSEX**  
**LANCING COLLEGE**  
 Lancing, Sussex BN15 9RW. Tel: (0203) 743231. Required for April, or September, 1988, a well-qualified graduate to teach ECONOMICS to 'A' level. This is a relatively large department with a full-time teacher and a part-time teacher. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, Lancing College, Lancing, Sussex BN15 9RW. (20167) 182224

**HERTFORDSHIRE**  
 Wanted immediately for two residential non-teaching posts. Teacher of English and Mathematics. Apply The Master, Royal Caledonian School, Bushey, Herts. WD23 8TS (Tel: 0923 36648). (18252)

## Physical Education

## Other Assistants

**LONDON W3**  
**THE KING FAHAD ACADEMY**  
 Brompton Avenue, London W3 1HT. Due to resignation on health grounds a P.E. teacher is required for January 1st or as soon as possible thereafter to take all P.E. classes for 115 girls in this rapidly expanding school. Another subject should be offered but there is some flexibility in this. A full-time Professional Grade plus Inner London Allowance. Excellent working conditions. Applications in writing, with cv and 2 referees to: The Headmaster, The King Fahad Academy, Brompton Avenue, Acton, London W3 1HT. (47885) 182424

## Other Assistants

**MIDDLESEX**  
 Required on 1st February 1988 to cover maternity leave full-time or part-time specialist to teach Physical Education throughout the school. Apply immediately in writing to: The Headmaster, St. Catherine's Senior School for Girls, Cross Street, Twickenham, Surrey TW9 1EX. (47885) 182424

## Other Assistants

**SURREY**  
**OULDFORD HIGH SCHOOL**  
 Oldford, Surrey GU11 1BT. Tel: (0434) 592680. Required for Easter, 1988. ENGLISH Honours graduate to teach throughout the school to A level and Oxford entrance standard. (70 pupils studying A Level English). An interest in drama and/or Games an advantage, possibility for appointment in P.E. Specialist with English qualification to assist with teaching of English. The school has its own salary scale. Apply with curriculum vitae and the names of two referees to the Headmaster, Wrekin College, Wrekin, Shropshire TF13 2SD. (47885) 182124

## ST. MARY'S SCHOOL ASCOT

RC Boarding School for 320 girls 10-18, 80 in the Sixth Form

## SENIOR HOUSEMISTRESS

Required for April or September 1988, a well qualified and experienced Housemistress to be responsible for a House of 80+ girls.

- Salary: above Baker Scale
- Accommodation: Family House
- Any teaching subject considered

Please write for further details and an application form to:

The Headmistress,  
 St. Mary's School,  
 Ascot,  
 Berks.  
 SL5 9JF

(01805)

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Requires the following teachers immediately

## ENGLISH

throughout the school including some GCSE and possible A level.

## LOWER SCHOOL SUBJECTS

to teach some Geography and Junior subjects. Ability to teach Typing an advantage.

Apply in writing as soon as possible to the Headmistress, The Mount School, Milepit Hill, London NW7 2RX with cv and names of two referees.

(01805)

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Required for January

## DRAMA TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milepit Hill, London NW7 2RX with cv and names of two referees.

(01805)

## Science

## Other Assistants

## Other Assistants

**CANTERBURY**  
**KENT COLLEGE**  
 Canterbury. HMC Methodist Co-educational Boarding and Day School Sixth Form (7-10). A teacher of C.D.T. is required for September 1988 to set up and run a department. Plans are in hand for conversion of present craft area and it is hoped that within the scope available the teacher appointed would advise on the use of the area. Salary Scale 2, Gov. and National Allowance. Applications in writing to the Headmaster, Kent College, Canterbury, Kent CT2 3DT. Tel: (0203) 743231. enclosing c.v., together with names and addresses of two referees. (20164) 182124

## Other Assistants

**HEREFORD**  
**HEREFORD CATHEDRAL**  
 Hereford, Herefordshire. Tel: (01432) 743231. Required April 1988. Fully Qualified and Experienced. Full-time teachers of GENERAL SCIENCE (Additional subject - Computers) to teach Physics throughout the school to A/G and O level. Apply in writing to the Head at the above address enclosing c.v. and the names and addresses of 2 referees. (20163) 182524

## Other Assistants

**SUSSEX**  
**LANCING COLLEGE**  
 Lancing, Sussex BN15 9RW. Tel: (0203) 743231. Required for April, or September, 1988, a well-qualified graduate to teach ECONOMICS to 'A' level. This is a relatively large department with a full-time teacher and a part-time teacher. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, Lancing College, Lancing, Sussex BN15 9RW. (20167) 182224

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Requires the following teachers immediately

## ENGLISH

throughout the school including some GCSE and possible A level.

## LOWER SCHOOL SUBJECTS

to teach some Geography and Junior subjects. Ability to teach Typing an advantage.

Apply in writing as soon as possible to the Headmistress, The Mount School, Milepit Hill, London NW7 2RX with cv and names of two referees.

(01805)

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

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(01805)

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Required for January

## DRAMA TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

Apply in writing to the Headmistress, The Mount School, Milepit Hill, London NW7 2RX with cv and names of two referees.

(01805)

**LONDON**  
 Required for January or February 1988, experienced teacher of English and Mathematics to A level. Apply for details to the Headmaster, The Mount School, Milepit Hill, London NW7 2RX. Tel: 01-81 5044. (20168) 184824

## Physical Education

## Other Assistants

**MIDDLESEX**  
 Required for September 1988. Full-time Teacher of Physics required for September 1988 to teach Physics throughout the school to G.C.S.E. Apply in writing with the names of two referees to: The Headmaster, Athol School, 438 Rayners Lane, Pinner, Middlesex HA5 2DT. (03917) 184824

## Other Assistants

**MILTON KEYNES**  
**BURY LAWN CO-EDUCATIONAL**  
 Bury Lawn, Milton Keynes MK11 4DT. Tel: (0527) 743231. Required April 1988. Fully Qualified and Experienced. Full-time teachers of GENERAL SCIENCE (Additional subject - Computers) to teach Physics throughout the school to A/G and O level. Apply in writing to the Head at the above address enclosing c.v. and the names and addresses of 2 referees. (20163) 182524

## Other Assistants

**SUSSEX**  
**LANCING COLLEGE**  
 Lancing, Sussex BN15 9RW. Tel: (0203) 743231. Required for April, or September, 1988, a well-qualified graduate to teach ECONOMICS to 'A' level. This is a relatively large department with a full-time teacher and a part-time teacher. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, Lancing College, Lancing, Sussex BN15 9RW. (20167) 182224

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Independent Girls School for pupils 7-18

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throughout the school including some GCSE and possible A level.

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to teach some Geography and Junior subjects. Ability to teach Typing an advantage.

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(01805)

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Required for January

## DRAMA TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

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(01805)

## Speech and Drama

## Other Assistants

## Other Assistants

**CANTERBURY**  
**KENT COLLEGE**  
 Canterbury. HMC Methodist Co-educational Boarding and Day School Sixth Form (7-10). A teacher of C.D.T. is required for September 1988 to set up and run a department. Plans are in hand for conversion of present craft area and it is hoped that within the scope available the teacher appointed would advise on the use of the area. Salary Scale 2, Gov. and National Allowance. Applications in writing to the Headmaster, Kent College, Canterbury, Kent CT2 3DT. Tel: (0203) 743231. enclosing c.v., together with names and addresses of two referees. (20164) 182124

## Other Assistants

**HEREFORD**  
**HEREFORD CATHEDRAL**  
 Hereford, Herefordshire. Tel: (01432) 743231. Required April 1988. Fully Qualified and Experienced. Full-time teachers of GENERAL SCIENCE (Additional subject - Computers) to teach Physics throughout the school to A/G and O level. Apply in writing to the Head at the above address enclosing c.v. and the names and addresses of 2 referees. (20163) 182524

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 Lancing, Sussex BN15 9RW. Tel: (0203) 743231. Required for April, or September, 1988, a well-qualified graduate to teach ECONOMICS to 'A' level. This is a relatively large department with a full-time teacher and a part-time teacher. Salary Scale 2, Gov. and National Allowance. Applications in writing, with cv and 2 referees to: The Headmaster, Lancing College, Lancing, Sussex BN15 9RW. (20167) 182224

## THE MOUNT SCHOOL

Independent Girls School for pupils 7-18

Requires the following teachers immediately

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throughout the school including some GCSE and possible A level.

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to teach some Geography and Junior subjects. Ability to teach Typing an advantage.

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Independent Girls School for pupils 7-18

Required for January

## DRAMA TEACHER

throughout the school up to and including GCSE and A Level Theatre Studies.

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(01805)

**HERTFORDSHIRE**  
 Wanted immediately for two residential non-teaching posts. Teacher of English and Mathematics. Apply The Master, Royal Caledonian School, Bushey, Herts. WD23 8TS (Tel: 0923 36648). (18252)

## Physical Education



# PREPARATORY SCHOOLS

continued

**WEST SUSSEX**  
**WATERMAN MANOR SCHOOL**  
 Broadwater Road, Worthing BN14 8BU  
 Tel: (0903) 201123  
 A Pre-Preparatory Day School for 300 pupils aged 4-13. From September 1988 DEPT. of Education, Brighton and Hove, will be responsible for the school. Details and application form from the Headmaster. 200012 (18571)

**NORTH LINCOLNSHIRE COLLEGE**  
 Principal: Arthur Ridings

## VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

This post, one of two Vice-Principalships, carries with it a college-wide responsibility for resource management together with a site responsibility for the largest of the College's three major centres, Lincoln.

Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

Whilst the College is involved with a significant AFE programme its work is substantially in the NAFC sector within which candidates should have recent senior management experience.

Application forms and further particulars are available from the Director of Education, Post Compulsory Section, County Offices, Newland, Lincoln LN1 1YL. Tel. (0522) 652222 to whom they should be returned by 31st December 1987.



## UXBRIDGE TECHNICAL COLLEGE

(Group 6) Park Road, Uxbridge, Middx  
 Principal: Mr T Hannagan M.Sc  
**SECOND VICE PRINCIPAL**  
 Salary within VP Group 5 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988. Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.



Hillingdon is an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability. (18000)

## STEVENAGE COLLEGE

Your passport to success

### Head of Department of Learning Resources (Grade III)

A graduate chartered librarian with experience in an educational library is needed to manage and develop the College's learning resource service. Responsibilities will include two College libraries, audio visual services and a centralised reprographic facility. The department has an extensive teaching programme in the fields of educational technology and information skills.

Stevens College is part of the HERTIS network of college libraries and resource centres whose headquarters are at Hatfield Polytechnic.

Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312222) to whom they should be returned by 30th December 1987. (18000)

## By Subject Classification

### Art and Design

#### Other Assistants

**WEST SUSSEX**  
 Required September. Teacher of ceramics/pottery. Ability to inspire quality individual work and to co-operate with CDT team of 3 others is essential. Salary according to experience. Details and application form from the Headmaster. 200012 (18571)

**NORTH LINCOLNSHIRE COLLEGE**  
 Principal: Arthur Ridings

## VICE-PRINCIPAL (RESOURCE MANAGEMENT) (GROUP 7)

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Applicants for the post, which is currently vacant, should be both familiar with and experienced in contemporary resource management procedures.

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 Salary within VP Group 5 Range plus £795 Outer London Allowance.

Applications are invited from well qualified and experienced candidates for this newly created post of second Vice Principal for this developing college.

The post offers an excellent opportunity for a person with initiative and energy to make a significant contribution to the management of the college and will entail various college-wide responsibilities.

The post is available from April 1988. Application forms and further details are available from: Principal's Secretary, Uxbridge Technical College, Park Road, Uxbridge, Middlesex UB8 1NQ.



Hillingdon is an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability. (18000)

## STEVENAGE COLLEGE

Your passport to success

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Hertfordshire County Council has a generous relocation package in approved cases.

Salary within the range £18,456-£17,263 (under review) depending upon qualifications and experience.

Further particulars and application forms are available from the Principal of the College, Monkwood Way, Stevenage, Herts. SG1 1LA. (Telephone 0438 312222) to whom they should be returned by 30th December 1987. (18000)

## English

### Heads of Department

#### WORCESTERSHIRE

**THE ELMS**  
 Colwell, Malvern WR15 6EF  
 18 children - 30 girls, mainly boarding. September a graduate keen to develop the teaching of English to P.5-8 level, and become fully involved in the life of the school with opportunity for responsibility. An advantage, resident or non resident. Salary negotiable. Please apply to Mr. L.A.C. Ashby, The Elms, Colwell, Worcs. WR15 6EF. 903418 (47887)

#### Other Assistants

**DORSET**  
 Required for January or April 1988. Senior English Teacher (or 11-13 age range) to replace incumbent. Salary to £11,500 p.a. and school. Also rugby football and hockey. Please apply to Mr. L.A.C. Ashby, The Elms, Colwell, Worcs. WR15 6EF. 903418 (47887)

## Geography

### Heads of Department

**WEST SUSSEX**  
**BROADWATER MANOR SCHOOL**  
 Broadwater Road, Worthing BN14 8BU  
 Tel: (0903) 201123  
 A Pre-Preparatory Day School for 300 pupils aged 4-13. From September 1988 Head of Department for Geography. Details and application form from the Headmaster. 200012 (18571)

## Modern Languages

### Other Assistants

**DEVON**  
 ST. PETER'S SCHOOL, Exmouth  
 Head of Department for French. Salary to £11,500 p.a. and school. Also rugby football and hockey. Please apply to Mr. L.A.C. Ashby, The Elms, Colwell, Worcs. WR15 6EF. 903418 (47887)

## Physical Education

### Other Assistants

**KENT**  
**KING'S JUNIOR SCHOOL**  
 Rochester, Kent ME1 1TB  
 170 boys (20 boarders). As a result of promotion to a senior position in April or September 1988 for an ASSISTANT Headmaster. Details and application form from the Headmaster. 200012 (18571)

## OXFORDSHIRE

**MOULSFORD**  
 PREPARATORY SCHOOL  
 Required as soon as possible a person to teach Games, Rugby and Cricket coaching to first team levels is essential. Some boarder accommodation may be available. Apply in writing, giving name, address and telephone number of a referee to the Headmaster, Moulshford School, Moulshford, Oxford OX1 3JH. 204994 (18000)

## Science

### Heads of Department

#### WIRRAL

**KINGSMEAD SCHOOL**  
 Wirral, Merseyside  
 Required for September 1988. Enthusiastic to be responsible for science in the Evensdale Christian boarding/day school. There is the possibility of a Housemaster post for the right applicant. Ability to help with games and take a full part in the extra curricular life of the school an advantage. Accommodation may be available. Baker salary with appropriate allowance according to experience. Apply with CV and names of two referees to the Headmaster, Kingsmead School, Wirral L47 0LL. (15971) 204518

#### Other Assistants

**WEST SUSSEX**  
**WESTWICK**  
 Ashurst Wood, East Orinstead, West Sussex GU24 0JH  
 Required for April or September 1988. A full time science teacher. Able to teach science to P.5-8 and LE level. Ability to coach boys' and girls' teams an advantage. Single accommodation available. Apply with CV and names of two referees to the Headmaster. (15918) 204524

## Other than by Subject Classification

### Other Assistants

**FRANCE**  
**COTE D'AZUR**  
 Cote d'Azur, France  
 (47884) 205724

**GRIMSBY**  
**ST. JAMES' SCHOOL**  
 (Co-educational Wooded day/boarding school, 250 pupils aged 4-18 with 55 in Prep.) Required for January 1988, or as soon after as possible, a full time teacher for class of 4 and 5 years olds. Main Scale salary. Accommodation available. Apply in writing, with CV and two referees to Headmaster, St. James' School, Grimsby DN34 4BY by 15th December 1987. 204744 (15972)

**KENT**  
**JANUARY**  
 Required for January, a qualified teacher for a class of 18 bright boys and girls aged 11-13. Salary to £11,500 p.a. and school. Details and application form from the Headmaster. 200012 (18571)

**KUWAIT**  
**ENGLISH SCHOOL**  
 Please see advert under Overseas Posts. (56655) 205724

## LONDON NW1

**NORTH BRIDGE HOUSE**  
 Regent's Park, London NW1  
 Required for January a fully qualified and experienced class teacher to take charge of a class of 18 children aged 11-13 in this lively and expanding co-educational preparatory school. Ability to teach first year French desirable. Salary in line with Baker. 4 day school. Maximum. Apply in writing, with CV and two referees to the Headmaster, North Bridge House School, Regent's Park, London NW1 4JH. (10639) 205724

## LONDON NW1

**Required for May/September**  
 An enthusiastic, qualified, experienced and energetic teacher for Reception (4 to 5 years group) in a co-educational preparatory school. Salary in line with Baker. 4 day school. Maximum. Apply in writing, with CV and two referees to the Headmaster, North Bridge House School, Regent's Park, London NW1 4JH. (10639) 205724

## LONDON SW7

**THE HAMPSHIRE SCHOOL**  
 London SW7  
 Experienced, qualified and enthusiastic CLASS TEACHER required from September 1988. A full time teacher with a small, bright and responsive group of 15 to 20 children. Apply in writing, with CV and two referees to the Headmaster, The Hampshire School, 23 Mansfield Road, London SW7 2JH. Tel: 01-594 3297. 204994 (18000)

**LONDON W10**  
**SPANISH BILINGUAL SCHOOL**  
 17 Fortobello Road, London W10  
 Required for January experienced infant teacher for a class of 6-7 year olds. Spanish an advantage but not essential. Scale plus London allowance. Interview expenses cannot be refunded. Apply by 1st class letter (including C.V.) to the Headmistress. (38037) 205724

**OXFORDSHIRE**  
**MOULSFORD**  
 PREPARATORY SCHOOL  
 Required as soon as possible a person to teach Games, Rugby and Cricket coaching to first team levels is essential. Some boarder accommodation may be available. Apply in writing, giving a full C.V. and stating the name, address and telephone number of a referee to the Headmaster, Moulshford School, Moulshford, Oxford OX1 3JH. 204994 (18000)

**WIRRAL**  
**KINGSMEAD SCHOOL**  
 Wirral, Merseyside  
 Required for September 1988. Enthusiastic to be responsible for science in the Evensdale Christian boarding/day school. There is the possibility of a Housemaster post for the right applicant. Ability to help with games and take a full part in the extra curricular life of the school an advantage. Accommodation may be available. Baker salary with appropriate allowance according to experience. Apply with CV and names of two referees to the Headmaster, Kingsmead School, Wirral L47 0LL. (15971) 204518

## Heads of Department

**ISLE OF MAN**  
**DEPARTMENT OF EDUCATION**  
 (ISLE OF MAN COLLEGE OF FURTHER EDUCATION)  
 Required from 1st May 1988. Appropriate academic and professional qualifications and relevant industrial experience. The Department offers the full range of BTEC Courses, including BND. Further details and application form from the Principal, Isle of Man College of Further Education, Douglas (Tel: 0524 23113). 1988. (26610) 2040018

## Other Appointments

**GLOUCESTERSHIRE**  
**MID-GLOUCESTERSHIRE COLLEGE**  
 (1) LECTURER GRADE II IN BRICKWORK  
 (2) LECTURER GRADE II IN CARPENTRY & JOINERY

Both posts are vacant from 1st January 1988. Applicants should have appropriate qualifications, experience and possess appropriate qualifications. For further details and application form from the Principal, Mid-GloUCEstershire Technical College, Stratford Road, Stroud G14 6EX. 204994 (18000)

Closing date for receipt of completed applications for the above posts is 25th December 1987.

**ENFIELD**  
**LONDON BOROUGH OF ENFIELD**  
 (1) LECTURER GRADE II IN BRICKWORK  
 (2) LECTURER GRADE II IN CARPENTRY & JOINERY

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## BARKING COLLEGE OF TECHNOLOGY

Department of Design, Printing & Photography

### LI - PHOTOGRAPHY LECTURER (2 Posts)

Applications are invited from suitably qualified photographers, with current professional experience, to teach on both photography and design courses to BTEC National Diploma Level.

**Post 1 General Photography** involving both studio and location work including client liaison, brief preparation and presentation.

**Post 2 Audio Visual Techniques** including story board preparation and computer-aided design systems.

Some previous teaching experience would be an advantage in both cases. Please specify clearly for which post application is intended.

**Salary Scale:** £8,058-£13,080 p.a. inclusive of London Allowance. (Salary Award Pending)

Further details and an application form (s.s.e. please) available from the Administrative Officer, Barking College of Technology, Dagenham Road, Romford RM7 0XU, to whom forms should be returned within 14 days of the appearance of this advertisement. (20006)

**Barking & Dagenham**  
 Education Department  
 An Equal Opportunity Employer

**WILLESDEN COLLEGE OF TECHNOLOGY**  
 Acting Principal: P E Fussell  
 BSc(Eng), CEng, MICE, FIWEM, FRSA.  
 DEPARTMENT OF SCIENCE

### Lecturer II in Computer Studies (2 posts)

Applications are invited for the above posts to teach on BTEC National Computer Studies, GCE City & Guilds, CPVE and similar courses. Candidates should possess a degree in a relevant discipline and have teaching experience in programming (Basic, Cobol, Pascal and Assembly language), information and hardware systems, microcomputers and small business systems. Recent commercial experience would be an advantage.

**Salary Scale:** £9,705 - £14,768 p.a. inclusive of London Allowance.

Brent is fundamentally committed to multi-cultural education. Brent is an Equal Opportunity Employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status or gender and from lesbians and gay men and disabled persons. Job Shavers welcome.

Application forms (SAE) and further details of the posts can be obtained from the Chief Administrative Officer, Willesden College of Technology, Danial Road, London NW10 2XD (Tel: 01 451 3411). Returnable within 14 days. (20006)

**London Borough of BRENT**

**NEWHAM COMMUNITY COLLEGE**  
 An Equal Opportunity Authority

This College of further, higher and adult education provides education and training for the whole community - from basic skill level to final professional qualifications.

### LECTURER II IN CLOTHING TRADES (Re-advertisement)

To develop and lead craft/dressmaking, pattern cutting/ design and eastern fashion courses (including C & G 480). Applications from qualified teachers with industrial experience particularly welcome.

**Salary:** L11 (£8,595 to £13,656) Plus London Weighting £1,215

Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01-552 9827 (24 hours). Closing date: 4 January 1988. (18007)

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## COLLEGES OF FURTHER AND TERTIARY EDUCATION continued

### Lothian Region Colleges of Further Education

#### LECTURER B

Special Education Needs: Guidance (Permanent part time post - 20 hours per week)

The post-holder will be responsible for supporting students with specific learning difficulties on mainstream courses, and for making special examination arrangements for these and other students with special learning needs. Some time may also be given to supporting students with psychiatric problems.

Applicants for this post should have experience of teaching and of educational/clinical psychology or learning support services. A specialist qualification would be advantageous.

Further particulars and application forms are available from: Personnel Office, Stevenson College of Further Education, Bankhead Avenue, Sighthill, Edinburgh. Telephone No. 031-463 8161 to which they should be returned within fourteen days of this advertisement. Salary for above post (under review). £9,000-£13,000 (pro-rata)

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin. (20100)

### Southall College of Technology

The London Borough of Ealing has a significant Asian and Afro-Caribbean population. In response to the needs of the local Southall community we are currently seeking to appoint staff committed to working in a multi-ethnic setting.

### COMPUTER STUDIES & INFORMATION TECHNOLOGY

Lecturer required with relevant full-time teaching and industrial experience to act as Course Co-ordinator and teach appropriate modules on a range of full-time and part-time Computer Studies courses.

**Salary:** Lecturer II Scale £8,595-£13,656 plus £1,215 London weighting per annum.



# ilea

## Working in Education

Closing date for all posts is 31st January 1988, unless otherwise stated.

### Lecturers

**JOB SHARING.** All posts are suitable for job share. Applications for job share will only be considered if submitted on a part-time basis.

Registrars of potential job sharers are maintained for:

College by Karen Hinchey, PS/HE/ED OPS, Room 330, The County Hall, London SE1 7PB.

Adult Education Institute by Brian Strain, PS/CECS, Room 236A, The County Hall, London SE1 7PB.

**SALARY SCALES** include an inner London allowance.

Lecturer 1 on incremental scale £10,558 - £13,080 with a starting point depending on qualifications, training and experience. Then to £13,271 - £14,871.

Lecturer II £13,010 - £14,871. Senior Lecturer £13,030 - £18,035 (for £17,080).

Head of Department Grade III £15,251 - £17,418.

### Head of Department Grade III

Required as soon as possible to take charge of a thriving Department including Physical Education, Dance, Health and Food Studies. The person appointed will be responsible for the curriculum development and co-ordination of the department's work.

Wide experience of teaching, relevant qualifications and experience of administration in adult education, a commitment to equal opportunities, and a special interest in one or more of the subject areas are essential. The work of the Institute is managed through teams. The person appointed will work closely with a team of lecturers and staff to develop an effective curriculum responsive to community demands. The post is not suitable for job share.

### Lecturer II (0.5) Health & Food Studies

To be responsible for the food and health section of the Department of Physical Education.

Responsibilities will include oversight and development of the programme, recruitment, support and training of tutors. Candidates should have experience of teaching adults and be qualified in health and food studies.

Job description and application form from Senior Administrative Officer at the above address.

### SOUTHWARK COLLEGE

The City, SE1 8LE. Southwark College is the major provider of 16-19 Education and training in the North and Centre of Southwark. The college has a proven track record in responsiveness to Community and Employment demand.

### Visiting Lecturers

From £10.33 per hour. Business Appointment.

Part-time staff required to teach up to a maximum of 12 hours per week on a range of business studies modules including Finance, Accounts, Information Processing, Word Processing, Studentship, and 16-19 year old school leavers to adults returning to study.

Write or telephone for appointment or for further information to: Chris Vennahor, Southwark College, Business Studies Department, Broadway Branch, Tanner Street, London SE1 3DP. Tel: 01-528 5551 ext. 225.

### Visiting Lecturers

From £10.33 per hour. Secretarial Vacancies.

Part-time staff required to teach up to a maximum of 12 hours per week on a range of business studies modules including Finance, Accounts, Information Processing, Word Processing, Studentship, and 16-19 year old school leavers to adults returning to study.

Write or telephone for appointment or for further information to: Chris Vennahor, Southwark College, Business Studies Department, Broadway Branch, Tanner Street, London SE1 3DP. Tel: 01-528 5551 ext. 225.

### Temporary Lecturer II

Required from January 1988. Temporary (One Term). Lecturer Grade II to tutor students with Moderate Learning Difficulties and/or Emotional and Behavioural Difficulties, and work as part of the Special Needs Team.

Further details and application forms obtainable from Kenny Tuli on 01-528 5551 ext. 218.

### Department of Social and Community Studies

### Part-Time Teachers

Part-time staff needed in the Department of Social and Community Studies for Spring Term 1988, able to complete in the following areas: Health Education, Social Studies, Psychology in a Social Context.

Further details and application forms obtainable from Miss Carol Gray, Southwark College, Tanner Street, London SE1 3DP. Tel: 01-528 5551 ext. 392. To be returned to the Head of Department of Social and Community Studies as soon as possible.

### Department of Vocational Preparation

### Part-Time Teachers

Required as soon as possible to join our pool of part-time teachers, people with experience in teaching basic skills, communication skills, portfolio presentation, profiling, careers for Adult Education. Courses for women, Special Educational Needs, General Vocational Work.

Applicants from women and members of ethnic minorities are welcomed.

For further details and application forms please contact Miss Denny Cole on 01-528 5734 ext. 206.

### CITY AND EAST LONDON COLLEGE

Burldon Row, EC1V 8LO. Department of Business Studies.

### Part-Time Lecturers

Required as soon as possible part-time lecturers in Data Processing and Information Processing to teach on BTEC National Diploma in Computing. Also required part-time lecturers in Business Organisation and Business Communication to teach on full time and part-time BTEC National courses.

Enquiries to Head of Business Studies, City and East London College, White House, 6-20 East London, London EC1V 8PV. Telephone: 01-528 4171.

### HACKNEY COLLEGE

Hackney College is a large multi-campus college serving a wide area of North and East London in the provision of general educational and vocational education and training. For some more specialised training the College is also recognised with a regional and national centre.

### Professional Development Tutor

A SENIOR LECTURER is required to act as the PROFESSIONAL DEVELOPMENT TUTOR in support of College professional and staff development activities. This is an important College-wide post and the person appointed will join a team of staff in the Staff Development and Educational Support Unit. Post No. 40290.

For further details and application forms please contact Miss Denny Cole on 01-528 5734 ext. 206.

### General

### INNER LONDON EDUCATIONAL COMPUTING CENTRE

John Ruskin Street, SE8 6PC. Programme Development/Analysts.

£10,335-£16,467 p.a. (Pay award pending). Required as soon as possible to join a team developing educational software on 16-bit and 8-bit microcomputers.

Part-time post, to work at ECCC on educational software for use across the curriculum. Programming experience required - mainframe experience in use of C and Pascal on 50100 and 280 based microcomputers.

For further details and application forms please contact Miss Denny Cole on 01-528 5734 ext. 206.

### LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer.

### CHARLES KEENE COLLEGE OF FURTHER EDUCATION

Palmer Street, Leicester LE1 5WA.

### DEPARTMENT OF ELECTRICAL ENGINEERING

Applications are invited for the above: full-time post, to work at ECCC on educational software for use across the curriculum. Programming experience required - mainframe experience in use of C and Pascal on 50100 and 280 based microcomputers.

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Faculty of Business, Science & General Education  
**Lecturer II**  
A LECTURER in ENGLISH AS A SECOND LANGUAGE (ESL) is required to teach ESL. Study Skills, Language Support, and GCSE English. The person appointed will be responsible for the day-to-day leadership and management of a team of language teachers at one of our Colleges.  
Post No. 50782E.  
2 typing or shorthand. Certificates. Students range from 16 year old school leavers to adults returning to work. Write or telephone for appointment or for further information to: Joanne Wiseman, Southwark College, Business Studies Department, Waterloo Branch, The Cut, London SE1 8LE. Tel: 01-528 5551 ext. 225.

### Director of Marketing and Short Course Unit (Principal Lecturer)

Required to manage the MARKETING and SHORT COURSE UNIT. The areas of activity that the post-holder will manage include - Open Learning, Short Courses Development, YTS and Community Programme Co-ordination, Publicity, Marketing and External Liaison, and External Funding Generation. Post No. 3008ND.

### Short Course Co-ordinator (Lecturer II)

Required to act as SHORT COURSE CO-ORDINATOR to take responsibility for the establishment and development of SHORT COURSE support (including the Community Programme provision) within the College. Post No. 3008ND.

### Part-Time Teachers

Part-time staff needed in the Department of Social and Community Studies for Spring Term 1988, able to complete in the following areas: Health Education, Social Studies, Psychology in a Social Context.

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### COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

### DERBYSHIRE COUNTY COUNCIL

DERBY COLLEGE OF FURTHER EDUCATION

TEMPORARY LECTURER IN TECHNOLOGY

16,845 - £12,656 (maximum starting salary £12,656). Applicants should have suitable qualifications. The holder of the post would be expected to teach Information Technology across the College on a range of courses. In the first instance the post will run from January 1988 to August 1988.

Application forms and further details available from the Chief Administrative Officer at the College, Derby DE2 3UG. Closing date: 24 December 1987.

### NORTH EAST DERBYSHIRE COLLEGE OF FURTHER EDUCATION

TEMPORARY SPECIAL NEEDS TUTOR (LECTURER II)

£8,585 - £13,556. Temporary (One Term) secondment of Special Needs Tutor. The post will be for one year's duration from 1st January 1988. The post holder should be as soon as possible. Must be a trained teacher with a commitment to equal opportunities and experience of working with students with special needs. The team of five full-time, several part-time tutors and a full-time field officer. The post holder will be responsible for the organisation and development of the team's cross-college work.

Application forms and further details available from the Principal, North East Derbyshire College of Further Education, Rectory Road, Clowes, Chesterfield, Derbyshire S43 0AT. Tel: 01456 810335.

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin or disability. (18499) £20026

### GRAMPIAN REGIONAL COUNCIL

ABERDEEN TECHNICAL COLLEGE

### OFFSHORE ENGINEERING DEPARTMENT

(ALTERNATE CENTRE)

### LECTURERS - ENGINEERING

Salary Scale £9,053 - £13,388 (under review).

Required for an Oil related training scheme which provides an integrated programme of training and experience on a multi-disciplinary basis. The scheme is being undertaken in collaboration with a major oil company and the Lecturer will be involved along with company staff in development and implementation of the programme.

Applicants should hold an appropriate qualification at least at higher Certificate or Full Technician level and have suitable industrial experience.

The Lecturer will teach practical and theoretical aspects of Electrical Maintenance and Electrical Installation and Switchgear.

Further details and application forms (3 copies) to: Mr J. A. Shackleton, Principal, Wirral Metropolitan College, Wirral, Merseyside, CH63 9JY. Closing date for applications: 15 December 1987.

Applications will not be accepted after the stated closing date. Late applications will be accepted at the discretion of the selection panel.

£10,335-£16,467 p.a. (Pay award pending). Required as soon as possible to join a team developing educational software on 16-bit and 8-bit microcomputers.

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### LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer.

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Palmer Street, Leicester LE1 5WA.

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For further details and application forms please contact Miss Denny Cole on 01-528 5734 ext. 206.

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## QUALIFIED TEACHER OF CRAFT DESIGN TECHNOLOGY

Parklands Childrens Centre,  
Whitminster, Glos.  
Salary: Burnham 1 (+£1,503 Community  
Homes Addition)

Gloucestershire is reshaping its Child Care Services and the development of Parklands Childrens Centre is a key part in this process. We have just completed a major refurbishment programme and an extension of the care and educational facilities. The Centre provides residential care for young people with emotional/behavioural difficulties. As part of the Centre's development a new workshop facility has been established for Craft Design and Technology which will add to the range of subjects already provided.

Applications are invited from Teachers to be responsible for teaching Craft Design Technology throughout the Centre and to GCSE level as well as some tutorial responsibilities. An enthusiastic teacher is required, able to make a positive contribution to curriculum development.

Further information from the Head Teacher,  
Telephone: Gloucester (0452) 740310.  
Application form and job description from Director of Social Services, Beaufort Wing, Shire Hall, Gloucester GL1 2TR. Telephone: Gloucester 425190.

Please note that, as this post affords substantial access to children, a police computer check will be undertaken on the selected candidate.



The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

## ADULT EDUCATION

continued

### HOUNSLOW

SPRING GROVE CENTRE  
Thornbury Road, Isleworth,  
Middlesex TW7 5SD  
LECTURER L.I. (E.S.L.)  
Required as soon as possible to join committed team of E.S.L. teachers of adults in this multi-cultural borough. The successful candidate will be responsible for the delivery of linked skills/ language support will be an advantage.

L.I. is an Equal Opportunity Authority.  
Burnham scale, F.E. conditions of service.  
Closing date 8th January 1988.  
Application forms and further details from the Director of Education, Hounslow, 100, The Broadway, Hounslow, Middlesex TW4 6AA. Tel: 01-895 3697.

ALLOWANCE  
£785 p.a. 380000  
(£2620)

### LIVERPOOL

BURTON MANOR  
RESIDENTIAL COLLEGE  
FOR ADULT EDUCATION  
APPOINTMENT OF  
PRINCIPAL

Salary: £19,491-£20,841  
Applications are invited from graduates with experience in Adult Education for the post of Principal of the College.

Burton Manor College is situated in the village of Burton on the Wirral peninsula and currently provides a programme of adult courses covering a wide range of interests and activities as well as courses for residents in both industry and the public services.

The successful candidate will have proven entrepreneurial skills and will be expected to run the College on a self-sufficiency basis, taking account of the needs of Liverpool and surrounding areas.

The Principal will be responsible to the governing body for all aspects of the management of the College.

Salary will be in accordance with Burnham Principal's Group 3 Scale £19,491-£20,841 plus residential emolument.

Application forms and further details are available from the Director of Education, Liverpool, 100, The Broadway, Liverpool L1 8JL. Closing date: 8th January 1988.

380000  
(£7852)

### RICHMOND

RICHMOND ADULTS  
EDUCATION  
ORGANISER FOR  
SPECIAL NEEDS  
LECTURER II

Salary Scale £9,985-£13,696 plus 10% Over London Weighting

This post arises from a decision to make the education and training of physically disabled or severely handicapped, a special area of work. The successful candidate will be responsible for the provision of a range of courses for adults, good organisational and teaching experience, and the ability to work closely with the specialist organisations for the disabled.

Application forms and further details are available from Mrs Ann Raman, Principal, Richmond Adult and Community College, 100, The Broadway, Richmond, Surrey TW9 1AB. Closing date 8th January 1988.

380000  
(£1585)

### RICHMOND

RICHMOND ADULT & COMMUNITY COLLEGE  
SENIOR LECTURER FOR  
EDUCATION AND  
COMMUNICATION

Salary Scale £12,615-£14,824 plus 10% Over London Weighting (Under Review)

The College seeks a Senior Lecturer to take charge of Adult and Community Education within the Department of General and Liberal Studies in the large Adult and Community College. We are looking for a person with good organisational and teaching experience who is able to liaise effectively and who has some experience of budget management.

Application forms and further details are available from Mrs Ann Raman, Principal, Richmond Adult and Community College, 100, The Broadway, Richmond, Surrey TW9 1AB. Closing date 8th January 1988.

380000  
(£1585)

## Youth and Community Service

DERBYSHIRE  
COUNTY COUNCIL  
Please see composite advert  
on page 11

## NEWCASTLE UPON TYNE

EDUCATION COMMITTEE

### YOUTH AND COMMUNITY SERVICE

#### YOUTH AND COMMUNITY TUTOR

#### KENTON SCHOOL

A qualified and experienced youth and community worker is required for this permanent post at Kenton School, a large 11-18 comprehensive school situated in an area designated by the City Council as a priority area.

This is a very challenging post, requiring those groups and individuals not already serviced by community education provision and requires someone with initiative, innovative ideas and the ability to communicate effectively with and motivate other staff, young people and older members of the wider community.

Salary Scale: J.N.C. Range 3 Post £11,000 - £19,500 (currently being assimilated into the Youth and Community Workers Revised Grading structure).

Further particulars and details of application from the Director of Education, Newcastle City Council, Newcastle upon Tyne NE1 5PU. Tel: (091) 235111. East 3552/53. Closing date: 19th December 1987.

440000  
(£2600)



## AREA YOUTH WORKER/ORGANISER

Salary: J.N.C. Level 3 Scale 2 points  
1-5 £13,000-£15,400  
Location: Area Youth Office, Tiffeld

A suitably qualified and experienced Youth Worker is required to join the South and West Area Team. You must be enthusiastic and committed to the development of participation by young people and with communities.

You should be able to deliver quality youth work through the development of existing projects, as well as initiating new work with young people in the rural communities within the area.

The Service aims to be accessible to all young people but has priorities which identify those whose needs are greatest and its resources are mobilised and allocated towards meeting these needs.

For informal discussion please contact Ray Tims, Area Youth Officer, on (0604) 893380.

Job description and application forms are available from: Area Youth Office, St. John's Centre, Tiffeld, Towcester, Northamptonshire NN12 8AA.

Closing date will be 31st December 1987.

Interviews will be held in January 1988.

The Northamptonshire County Council welcomes applications regardless of marital status, sex, race and disability.

## STOKE PARK SCHOOL AND COMMUNITY COLLEGE, Dane Road, Coventry.

### Community Tutor

(Family Education and Community Development)  
Salary Level 2 (£10,200-£13,400 pa). Subject to review

A qualified and experienced community tutor is required from January 1988 to join a lively and energetic team of community staff in this well-established Community College.

The postholder will have special responsibilities for the pre-school and primary age range and for informal adult education programmes, including working with parents, women and ethnic minority groups.

Applicants should be qualified community workers (e.g. qualified teacher, Diploma in Youth and Community Work) with appropriate experience and commitment to community activities.

For an informal discussion please telephone Mr. W. Lowe, Deputy Head (Community) on Coventry 450215.

Application form and further particulars are available from the Director of Education, Non-Tutorial Staffing, Room 116, New Council Offices, Earl Street, Coventry CV1 5RS.

Telephone 831511. Please quote post ref. ED 189/87.

The Protection of Children Regulations apply to this post.

Returnable by 4th January 1988.

We welcome applications from men and women regardless of disability, race or marital status.



## YOUTH SERVICE

RE-ADVERTISEMENTS - Previous applicants will be considered.

### Senior Youth Worker

Salary £14,600 - £16,200

An energetic person is required to work as a member of the Youth Service senior team which has responsibility for the professional management of the service. The person appointed is expected to have particular responsibility for the Duke of Edinburgh's Award, links with schools, development of sports activities, work with the young unemployed and projects.

All members of the senior team are expected to contribute to the development of the training programme for youth workers.

Applicants should have considerable experience of professional youth work.

### District Youth Worker

BOOTLE

Salary £13,000 - £15,000

The person appointed will take responsibility for the development of youth work within the district and for the operation of the youth centre base.

A particular need in Bootle is the development of arts opportunities for young people. Applicants will be expected to have experience of professional youth work and to be able to demonstrate a knowledge of an arts orientated curriculum.

### District Youth Worker

MAGHULL

Salary £13,000 - £14,600

The person appointed will take responsibility for the development of youth work within the district and for the operation of the youth centre base. There is a well established pattern of voluntary youth work within the district and the District Worker will be expected to liaise and co-operate with these groups. Applicants need to have had experience of professional youth work.

Both District Youth Workers will be members of the Youth Service Training Team.

It is essential that applicants are qualified and experienced youth workers.

For an informal discussion about the posts above, telephone:-  
John MacKenzie, Youth Service Adviser  
051.933.6003 (Ext. 3405)

Application Forms and further details are available, on receipt of s.a.e. from the Director of Education, Town Hall, Bootle, L20 7AE, to whom completed forms must be returned by 31st December 1987.

An Equal Opportunity Employer



## DORSET COUNTY YOUTH SERVICE

WIMBORNE YOUTH CENTRE  
APPOINTMENT OF  
FULL-TIME YOUTH LEADER

(JNC Level 2 Points 1-9 £9,400-£12,600 p.a.)

Applications are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises adjacent to the Wimborne Town Centre.

The person appointed will work closely with the area team of Youth Officers and Leaders from whom he/she will receive considerable support.

In-service training opportunities and personal support is provided and assistance with removal/re-settlement expenses will be available in approved cases.

For informal discussion please telephone Norman Hutchins on Blandford 51182.

Further details and application forms from Area Youth Officer, Peel Close, Salisbury Road, Blandford, Dorset.

Closing date 31st December, 1987.



## County Organiser

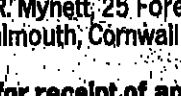
Association of Cornish Boys' Clubs

N.A.B.C. Scale D - £10,082 - £12,588

Applications are invited from qualified and experienced Youth Workers for this exciting post based in Truro.

Application Forms and further details from the Chairman, Mr R. Myllett, 25 Fore Street, Constantine, Falmouth, Cornwall TR11 5AA.

Closing date for receipt of applications, January 4th, 1988.



EDUCATION COMMITTEE

## YOUTH & COMMUNITY

continued

### HEREFORD AND WORCESTER COUNTY YOUTH SERVICE

#### SPORTS DEVELOPMENT OFFICER

A Joint Youth/MSC Initiative for 3 years Action Sport Project in the Bromsgrove/Rubery areas of the County. The Sports Development Officer is to co-ordinate activities.

Applications are invited from persons with experience and qualifications in either Sports Recreation and Management Youth and Community Work or Teaching.

Salary JNC (Youth and Community Workers) Scale, from £10,200 to £11,400 (subject to ratification by County Personnel Committee).

Applications to: County Youth Office, Education Offices, Castle Street, Worcester.

Closing Date: 8th January 1988. (47913) 440000

### SANDWELL METROPOLITAN BOROUGH COUNCIL

#### DEPARTMENT OF EDUCATION

#### YOUTH AND COMMUNITY SERVICE

Salary J.N.C. Level 3 £9,800-£12,000 p.a.

Applications are invited for the post of full time Youth Worker at Conyngham Youth Centre, Seely Road East, Tipton DY4 8UT.

Applicants must be qualified Youth and Community Workers and should possess the Certificate or Diploma in Youth and Community Work or a recognised teaching qualification.

Further details and application forms are available from the Director of Education, Sandwell Council Offices, 99 High Street, House, Bromwich, West Midlands B70 8LT. Closing date for applications January 1st, 1988.

Sandwell Council is an equal opportunity employer.

A union membership agreement is in operation.

Concessions of members of our authority will be quality. (47874) 440000

## GRAMPIAN REGIONAL COUNCIL

### SENIOR COMMUNITY EDUCATION WORKER

Salary Scale £11,805-£12,887 (plus allowance for variable hours currently £251 per annum)

Applicants must be suitably qualified with a Diploma in Community Work or for this post a relevant full-time experience, for the post at Manawar Community Education Centre, 18 miles west of Aberdeen.

Application forms from Director of Manpower Services, Woodhill House, Aberdeen AB9 8LU. Tel: Aberdeen 682259.

Aberdeen service out of office hours. Tel: Aberdeen 688881. Closing date for applications: December 31, 1987.

440000  
(47898)

### OXFORDSHIRE COUNTY COUNCIL

#### COMMUNITY EDUCATION WORKER (YOUTH)

Abingdon

Salary - Level 9 £10,200 - £13,400 (under review)

An imaginative and creative person is required to work with unattached young people in Abingdon. The person will have a base at Abingdon College of Further Education but will spend most of their time in contact with young people where they meet, and have an opportunity to work with them in the town. The main focus of the post will be to enable young people to meet their own needs and to take an effective place in society and in Abingdon.

Further details available from the Area Community Education Officer, 55c Mill Street, Wantage OX12 6AA. Tel: Wantage 2336. To be returned by 4 January 1988.

AN EQUAL OPPORTUNITY EMPLOYER.

### Local Education Authority Administration

#### WAKEFIELD

Please see Wakefield Directory advert Post 44. 480000  
(05651)

## SENIOR EDUCATION OFFICER (POLICY PLANNING AND REVIEW DIVISION)

£22,500 p.a.

A supplement may be available depending on candidates' experience and present salary level.

Cambridgeshire County Council is seeking to appoint a Senior Manager to lead the Education Department's policy and planning activities.

You will play a key strategic role by:

- \* formulating forward-looking policies for the development of the Education Service;
- \* leading the Education Department's major planning exercises;
- \* developing and implementing communication systems to make the division's work more widely known;
- \* developing and implementing strategies for working with school and college Governing Bodies.

You will be expected to be able to demonstrate:

- \* your commitment to developing the quality of the education service
- \* your commitment to modern management techniques
- \* your successful experience as a senior manager within an educational establishment, in local government or in an appropriate managerial discipline
- \* your ability to contribute expertise in a major sector of the education service, preferably Further Education
- \* your potential for further career progression.

Further details are available from Mrs. B. Rowlandson, Education Department, Personnel Section, Castle Court, Shire Hall, Cambridge. Tel. (0223) 317920.

If you would like to discuss the post, please telephone Mrs. Heather Duckenham, Cambridge 317951.

Closing date: Monday 21st December 1987.

This is a re-advertisement of one of the two posts previously advertised on 23rd October 1987. Previous applicants will automatically be reconsidered, but we are particularly hoping for applicants with successful F.E. experience.

## CAMBRIDGESHIRE

An Equal Opportunity Employer

## Deputy Chief Education Officer

(Head of Policy Development & Evaluation) £26,028-£28,632

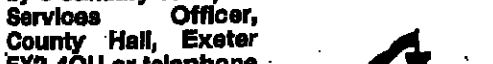
Following a review the Authority has decided to create two posts at Deputy Chief Officer level to support the Chief Education Officer. One carries responsibility for operation of services, the other, for which applications are now invited, for policy development and evaluation.

Further details and application forms (returnable by 6 January 1988) from the County Manpower Services Officer, County Hall, Exeter EX2 4QU or telephone 0392 273268.

(01829)

## DEVON

AN EQUAL OPPORTUNITIES EMPLOYER



Working towards equal opportunities

## PROGRAMMING & RESOURCES OFFICER (Temporary)

Sheffield £8 £9,966 - £10,647

A graduate with computer programming experience required, preferably with an educational computing background and interested in resources management, to join a team engaged in a wide range of computer-based projects, associated with the teaching of modern languages, principally French, German and Spanish.

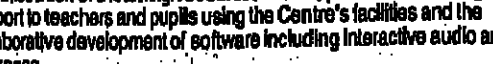
The post combines the management of two networks, day to day administration of a learning/resources centre, provision of training and support to teachers and pupils using the Centre's facilities and the collaborative development of software including interactive audio and video packages.

This post is temporary from 1st January 1988 to 31st December 1988 in the first instance subject to review prior to 31st December 1988.

Application forms and job descriptions are available from the County Personnel Officer, County Offices, Newark, Lincoln LN1 1TL. Telephone (0522) 552231 (24 hour service). Please quote ED7041. Closing date 22nd December 1987.

## Lincolnshire County Council

Supports Nuclear Free Zones



Working towards equal opportunities

## COMMUNITY WORKER

Eagle House Youth Centre,  
Newquay Road, Knowle Road,  
Knowle West, Bristol, BS4 1EG.

Salary: Scale JNC 3 (1-5) £9,507-£10,629 subject to review

As member of the Community Works Team to undertake community development, working through community groups and organisations in the Knowle West area of Bristol.

Applicants should be qualified in accordance with JNC Conditions of Service for Youth and Community Worker.

Assistance given with removal expenses as appropriate.

Application by form only, available with further details from the Director of Personnel Services, PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE, or telephone Bristol 258585 (Answer on this number after office hours).

Please quote reference number CML/1456/CO when asking for forms which must be returned by 31st December 1987.

Community Leisure Department

(02022)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.



Working towards equal opportunities

## Buckinghamshire County Council

Education Department  
Youth and Community Service

### YOUTH WORKER - BEACONSFIELD

Salary £10,200-£13,400 plus fringe allowances £309

Based at the Curzon Centre this post involves the management and development of youth work in this major youth facility.

The postholder will also have responsibility for providing support to existing youth provision in the area.

Attractive relocation package worth up to £7,000, plus mortgage subsidy. Car leasing scheme available. Local authority housing may be available.

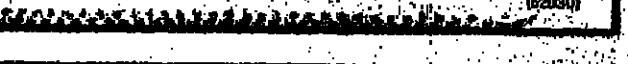
Applicants should be qualified in full-time youth work.

For an informal discussion, telephone John Turner, Youth Officer, Amersham 28000 ext 2384.

Application forms and further details from the Chief Education Officer (178 BC) County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury (0295) 382610). Closing date for applications 4th January 1988.

(02930)

Working towards equal opportunities





## LOCAL

## EDUCATION

## AUTHORITY

## ADMINISTRATION

continued

**BIRMINGHAM**  
SPECIAL NEEDS CO-ORDINATOR  
To co-ordinate the work of a team of specialist teachers responsible for professional development in English, language and learning difficulties. The postholder will be expected to deal with the more able, special needs, VTS and unemployed. Applicants should hold the Diploma in Career Guidance.

The Service has recently introduced a system of salary related assessment which means that after 2 years post probationary experience, the post holder will be eligible to apply for progression to Senior Careers Officer status which will carry extra responsibilities plus a salary on Scale 6. Progression will depend on the quality and professionalism of the work undertaken rather than what specific client group(s) the postholder deals with.

The Service is also committed to in-service training to help officers deal with the wide range of clients and a structured self development programme. West Sussex is also at the forefront of many exciting initiatives including a mobile careers information unit, marketing and information initiatives to a wide range of clients including parents and employers plus a commitment to take the Careers Service to the community as much as possible.

Car user allowance will be paid, and assistance with removal and resettlement expenses will be available in appropriate cases.

Please ring Mr Westcott on Chichester 777783 for an informal discussion.

Application form and further information is available from the Director of Education, Personnel Section, County Hall, West Street, Chichester, West Sussex PO19 1RF (see please) or by telephoning Mrs Carol Vignar on Chichester 777783.

## CAREERS OFFICER

Salary: Scale 5 - £2391-£2861, or  
Scale 4 - £2311-£3172 (if in probationary year), with progression to  
Scale 6 - £2513-£30,164

Vacancies exist in the newly restructured Careers Service. West Sussex has a policy of non-specialisation, therefore, the postholder will be expected to deal with the more able, special needs, VTS and unemployed. Applicants should hold the Diploma in Career Guidance.

The Service has recently introduced a system of salary related assessment which means that after 2 years post probationary experience, the post holder will be eligible to apply for progression to Senior Careers Officer status which will carry extra responsibilities plus a salary on Scale 6. Progression will depend on the quality and professionalism of the work undertaken rather than what specific client group(s) the postholder deals with.

The Service is also committed to in-service training to help officers deal with the wide range of clients and a structured self development programme. West Sussex is also at the forefront of many exciting initiatives including a mobile careers information unit, marketing and information initiatives to a wide range of clients including parents and employers plus a commitment to take the Careers Service to the community as much as possible.

Car user allowance will be paid, and assistance with removal and resettlement expenses will be available in appropriate cases.

Please ring Mr Westcott on Chichester 777783 for an informal discussion.

west sussex

## EDUCATION DEPARTMENT

## EDUCATION OFFICER (Schools) SMG2

£22,482 - £24,693 (WES 1.2.88 - £22,992 - £25,254)  
Post No. B0003

Following the promotion of the post holder to a post of Deputy County Education Officer, applications are invited from graduates with experience in teaching and in the administration of education at a senior level.

The post of Education Officer (Schools) entails acting as the senior professional representative of the County Education Officer in one or more administrative areas of the County but also assisting with, or being responsible for, assignments on a wider, including County-wide basis. The eight senior officers occupying the post of Education Officer (Schools) operate as a team and the balance between local territorial duties and County-wide duties in individual cases will vary. The person appointed will be based at the County Education Office, Chelmsford.

Amongst the benefits offered are generous relocation expenses and car leasing facilities.

Closing date: 4 January 1988.

Application forms and further details available from (s.a.s. please) the County Education Officer (P), P.O. Box 47, Thredneedle House, Market Road, Chelmsford, CM1 1LD. Tel: Chelmsford (045) 492211 Ext. 30255.

**ESSEX**  
County Council

## EDUCATION DEPARTMENT

## DEVELOPMENT OFFICER FOR NON-ADVANCED FURTHER EDUCATION

Salary FE Head of Department Group V  
Starting Date 1st April, 1988.

The LEA is currently implementing the first year of its 1987-88 programme of Work-related Non-Advanced Further Education (WRNAFE) following its successful submission to MSC.

Applications are invited from successful educators with experience at senior level in the further education sector, to co-ordinate the on-going work-related NAFE arrangements, and to produce annual programmes and plans for submission to MSC in association with partners in the Colleges and the North East Wales Institute of Higher Education.

The post, to be based at Shire Hall, is offered for a five-year contract period initially, with guaranteed tenure within the LEA thereafter.

Application forms and further details are available from the under-signed to whom they should be returned by 21st December, 1987.

KEITH EVANS  
Director of Education  
Shire Hall, MOLD,  
Clwyd CH7 9ND  
(01704)

**CLWYD**  
COUNTY COUNCIL

## Suffolk County Council

EDUCATION DEPARTMENT  
Northern Area Careers Office

**Careers Officer - Post No E443**  
Scale 4/5/6 £7,659-£10,647 per annum  
£7,833-£10,887 per annum from 1 February 1988  
(Scale 5 on satisfactory completion of probationary year)

A total restructuring of the Suffolk Service now enables Careers Officers to contribute to the whole range of Careers Service activities in the context of new District teams.

This post, based in Lowestoft, provides an opportunity to assume specialist responsibility within the main career grade. You should be a graduate and must hold the Diploma in Career Guidance. Training is offered if you have recently qualified.

A full driving licence is essential and you will be required to own a car. Relocation expenses and subsistence rates are payable, as are relocation expenses, where appropriate.

Informal enquiries may be made to Mr Buckingham, Area Careers Officer, Lowestoft, Suffolk, IP11 2BZ.

Application forms and further details are available from the Northern Area Education Officer, Suffolk House, London Road North, Lowestoft, NR32 1BH (S.A.S. please).

Closing date: 4 January 1988.

(01704)

## Child Care

**SOMERSET**  
KINGSBURY SCHOOL  
CARE STAFF - 3 POSTS (NEW GRADES 1/2)  
If you have enthusiasm, drive, energy and commitment and want an interesting and varied environment for adolescent girls, I would like to hear from you. Further details and application forms are available from the Principal, Kingsbury School, Curry Lane, Langport, Somerset TA10 9NU. Tel: 0458 555544 (47864).

## Examiners

**LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS**  
EAST ANGLIAN EXAMINATIONS BOARD  
LONDON REGIONAL EXAMINATIONS BOARD  
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD  
VISITING EXAMINERS - DRAMA

Applications are invited for the above post for the 1988 series of examinations.

Application forms and further particulars may be obtained from D.R. Board, M.A., Secretary to the Board, London Regional Examining Board, Lynton House, 104 Wandsworth Road, London SW18 4LP to whom completed forms should be returned by 10 JANUARY 1988. (47864) 60000

# RSA

## EXAMINATIONS BOARD

The RSA Examinations Board is looking for an Administrative Assistant to work within our Special Schemes Department. The person appointed will be responsible for the administration of our expanding Integrated Vocational Award Schemes. The successful applicant will possess good organisational and communication skills and be able to work with initiative, under pressure.

The post-holder will lead a small team and must therefore be able to motivate and supervise other staff.

Salary: £7,700 + 25 days annual leave.

Application forms from Mrs Tribulus, the RSA Examinations Board, Murray Road, Orpington, Kent BR6 3RB.

The RSA is an Equal Opportunities Employer. (01084)

## New Careers Training Agency Scheme Co-ordinators (3)

NACRO NCTA runs 38 Youth Training Schemes nationally for young offenders and those at risk. We now have vacancies in the London Region for three Scheme Co-ordinators for our Schemes in Wandsworth, Greenwich/Bexley and Ilford.

For all posts Co-ordinators will be responsible for the management of staff, scheme finances, liaison with external agencies and training and work experience for young offenders and those at risk, under the two year Youth Training Scheme.

You should be a good organiser and have an understanding of the problems of young offenders and the disadvantaged, and of training of young people.

Commitment to and the skills required to carry out NACRO's Equal Opportunities Policy is essential. We aim to run anti-racist, anti-sexist schemes.

Salaries: Wandsworth & Greenwich/Bexley - £12,087 inc. Ilford - £13,988 inc.

For application forms contact: Sandra Mills, NACRO, Cranmer House, 2nd Floor, 38 Brixton Road, London SW9 6DE (Tel: 01-587-1745). Closing date: 23 December 1987.

NACRO aims to be an equal opportunities employer and to eliminate unfair discrimination against anyone in its selection process.

## NACRO

FOR CARE OF OFFENDERS AND PREVENTION OF CRIME

(01048)

## THE MEDIUM IS THE (CHRISTIAN) MESSAGE

Some 6% of British children spend almost half the time they are awake in front of a television set. There are 1,889 newspaper and magazine titles published in the U.K. The media are part of all our lives and their impact is therefore a matter of Christian concern.

A major Anglican voluntary society (based in London) therefore wishes to appoint an administrator to work in the media field. The responsibilities of the post will include establishing and maintaining media contacts, developing the use of micro-computers and the oversight of a large-scale training programme.

For details write to Box No. TES 00854, The Times Educational Supplement, Priory House, St John's Lane, EC1M 4BX.

(01084)

## THE ASSOCIATED EXAMINING BOARD

Applications are invited for posts as MARKS on the following subjects: BOOKKEEPING (Specialist) 553, COMPUTER AWARENESS (554), ELECTRONICS (Specialist) 552, LIFE SKILLS (555).

Applicants should have a relevant teaching or training qualification and a good working knowledge of the subject at this level.

Further information and application forms may be obtained from the Secretary, The Associated Examining Board, 11th Floor, Guildford, Surrey GU1 5XJ to whom completed application forms should be returned as soon as possible (15/9/87) 60000

## Miscellaneous

**JAMES BURKE** seeks free time. London based, for literary research on book/TV industry. Tel: 01-753 0055, Priory House, St John's Lane, EC1M 4BX (47910).

**TWENTY YEARS TO MAKE HEADTEACHER?** A daunting prospect. Particularly when you consider that even then you probably won't be earning half as much as many of your colleagues. If you want to get ahead, but haven't the time to spare, write to us today for a career prospect booklet: Peter Richards, Allied Dunbar Assurance Plc, 5th Floor, Kent House, 14-17 Market Place, Oxford Circus, London W1N 7AJ. We are an equal opportunities group. Applications are welcome regardless of sex, marital status, ethnic origin or disability. (01016) 60000

**YOUR CV** written to highest standards for success in your next job. L.A.S. Ltd., 100, Regent Street, London W1B 5JH. Tel: 01-763 1380. 60000

## EDUCATIONAL PSYCHOLOGIST

Applications are invited from fully qualified Educational Psychologists for the post of Educational Psychologist on the staff of the Isle of Man Department of Education.

The post is permanent and pensionable on a non-contributory basis (save for a 14% contribution towards family benefits) and the salary is negotiated to the appropriate points on the Isle of Man salary scale for Educational Psychologists (currently under review). After adjustment to reflect the non-contributory pension scheme the current salary scale is £10,286-£17,348 per annum. The standard rate of income tax on the island is 20%.

The post will be based in Douglas and be responsible to the Senior Educational Psychologist for delivering a full range of professional psychological services to children, families and schools in one area of the island. Differences in educational legislation applying to the Isle of Man will dictate some differences in professional practice from that of psychologists working elsewhere in the United Kingdom and a degree of adaptability, as well as a high degree of professional skill, will be required. Further information is available from the Director of Education and Internal enquiries may be directed to Mr John Karmod, Senior Educational Psychologist, Tel: Douglas (0824) 28282 ext. 2137.

Application forms and further details of terms and conditions of service can be obtained from the Personnel Office, Central Government Offices, Douglas (Tel: Douglas 28282 ext. 2833) by whom applications should be received within 14 days of the date of this advertisement.

**ISLE OF MAN**  
CIVIL SERVICE

## LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD  
LONDON REGIONAL EXAMINATIONS BOARD  
UNIVERSITY OF LONDON, SCHOOL EXAMINATIONS BOARD

## General Certificate of Secondary Education Examination

Applications are invited for the following CHIEF EXAMINER appointment:

## Chief Examiner for June 1991

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential. Application forms and further details may be obtained from: The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 7 January 1988.

(01016)

## Senior Road Safety Officer

£11,070-£11,805

The opportunity exists for an energetic, talented and motivated person to join the Devon Road Safety Unit at Senior level. For this newly created position, you will be responsible direct to Peter Glimmer and the County Road Safety Officer, but will work closely with road safety development and field officers and other officers within the Engineering and Planning Department. The post will be based at County Hall, Exeter.

The principal duties will be in the area of publicity and public relations, but you will also be required to support the overall education and training effort by identifying suitable areas of activity, supporting staff, and monitoring performance. On occasions you will be expected to deputise for the County Road Safety Officer.

You will need to have a good educational background and should have qualifications and experience in road safety or related fields such as health education.

For informal enquiries please ring Mr Glimmer on Exeter (0392) 272118. In approved cases removal and disturbance allowances are payable to a maximum of £1,656 + VAT, casual car user allowance. For application form and job description please write to County Engineering and Planning Department, Personnel Section, Lucombe House, County Hall, Exeter EX2 4QW. Closing date 8th January 1988.

(01084)

**DEVON**  
AN EQUAL OPPORTUNITIES EMPLOYER



## Enterprise Development Officer

£12,156

An exciting and challenging new job opportunity in the KEY Community Programme, which is funded by the Manpower Services Commission, and provides opportunities for the long term unemployed to become involved in a wide range of work experience and relevant training. Working from Maidstone as your base, you will therefore need a current driving licence and use of a car, for which an allowance is payable.

Your task will be to develop Enterprise Initiatives within the Scheme which operates from six Centres across the County and caters for 1,350 places.

Your responsibilities will include identifying potential employees for Enterprise projects, assisting them in their business endeavours, establishing administrative and budget procedures to promote income generating workshops and enterprise units within the Scheme and advising on grants and loans for the establishment of enterprise initiatives.

If you feel you have the relevant experience and qualifications to take on this challenge and an innovative approach to the development of Enterprise initiatives for the long term unemployed, then we would like to hear from you.

Job description and application form, returnable by 18th December, the County Education Officer, F5, Springfield, Maidstone, Kent, ME14 2LJ, telephone Maidstone (0622) 871411 ext 2554.

The post is for two years duration but will be subject to a review. Preference will be given to the long term unemployed.

(02026)

**Kent**  
County Council

## NORTHAMPTONSHIRE TVEI AREA CO-ORDINATOR

Daventry and the South West of the County (Scale - Deputy Head Group 9)

Required from 1st April 1988 to co-ordinate the TVEI Extension Programme in the Daventry and South Western areas of the County. You should preferably have had experience of TVEI as a co-ordinator within a school, college or a consortium.

The post is initially for three years and subject to review.

Application forms and further details are available from the TVEI Office, Cliftonville Middle School, Cliftonville, Northampton on receipt of a SAE.

Closing date 15th January 1988.

**Northamptonshire**  
Education

welcomes applications regardless of racial status, sex, race and disability



**Buckinghamshire**  
County Council

## AREA CO-ORDINATOR (TVEI EXTENSION)

Soubury Pts 7-11 (£17751-£19749 p.a.)

The Authority regards TVEI Extension as a significant opportunity to further support and enhance the curriculum of young people aged 14-18.

This demanding post, based in Milton Keynes and to be filled from April, requires candidates with a sound knowledge of curriculum development, successful teaching and administrative experience, and the capacity to advise, work with and organise co-ordinate arrangements.

Attractive relocation package worth up to £7,000, plus mortgage subsidy, car user allowance and car leasing scheme available.

Application forms and further details from: Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (Tel: Aylesbury (0296) 382610). Closing date for applications 31 December 1987.



**Suffolk County Council**

## EDUCATION DEPARTMENT Northern Area Careers Office

**Careers Officer - Post No E443**  
Scale 4/5/6 £7,659-£10,647 per annum  
£7,833-£10,887 per annum from 1 February 1988  
(Scale 5 on satisfactory completion of probationary year)

A total restructuring of the Suffolk Service now enables Careers Officers to contribute to the whole range of Careers Service activities in the context of new District teams.

This post, based in Lowestoft, provides an opportunity to assume specialist responsibility within the main career grade. You should be a graduate and must hold the Diploma in Career Guidance. Training is offered if you have recently qualified.

A full driving licence is essential and you will be required to own a car. Relocation expenses and subsistence rates are payable, as are relocation expenses, where appropriate.

Informal enquiries may be made to Mr Buckingham, Area Careers Officer, Lowestoft, Suffolk, IP11 2BZ.

Application forms and further details are available from the Northern Area Education Officer, Suffolk House, London Road North, Lowestoft, NR32 1BH (S.A.S. please).

Closing date: 4 January 1988.

(01704)



Interviews will be held in London February/March 1988



